




# DEUTSCH ONLINE A1


CHAPTER 1 TO 18

YOUR COURSE AT A GLANCE


**GOETHE  
INSTITUT**

Sprache. Kultur. Deutschland.


|   | Practical language skills  | Themes and texts   | Vocabulary                             | Grammar  |   |
|---|--|--|--|--|---|
| <b>1 HALLO, ICH BIN ...</b>             |  |  |  |  |   |
| <b>Sequence 1</b><br>Sich Kennenlernen  | introducing yourself   talking about yourself and others   spelling names                  | initial contacts<br>conversations   chat   | countries and languages   the alphabet | WH-question and statement sentence                             |  |
| <b>Sequence 2</b><br>Am Arbeitsplatz    | saying your telephone number and email address   asking and giving personal information    | personal information<br>conversations - private and in the HR office   business card   | numbers: 1-100   address               | WH-question and statement sentence   verb and personal pronoun |   |
| <b>Sequence 3</b><br>Hallo, wie geht's? | greeting and saying goodbye   introducing yourself and others   talking about how you feel | getting to know each other<br>conversations in private and at work   personal profiles | greetings and goodbyes   times of day  | reference in texts   verb and personal pronoun                 |   |
|   |  |  |  |  | <b>Pronunciation</b><br>numbers   |


|   | Practical language skills  | Themes and texts   | Vocabulary                        | Grammar  |   |
|---|--|--|-----------------------------------|--|---|
| <b>2 MENSCHEN IN DEUTSCHLAND</b>                |  |  |                                   |  |   |
| <b>Sequence 1</b><br>Personen und ihr Beruf     | talking about jobs and work   telling people about yourself or others   creating an online profile | jobs<br>job profiles   online profile   introductions in a workshop      | jobs   marital status             | gender – job descriptions   noun/pronoun and verb   negation with <i>nicht</i> |  |
| <b>Sequence 2</b><br>Was ist um mich herum?     | naming objects in the workplace   naming colours   | the workplace   office supplies<br>adverts   till receipts               | things in the workplace   colours | gender of nouns   definite article   plural endings                            |   |
| <b>Sequence 3</b><br>Wie heißt das auf Deutsch? | describing things   enquiring   asking people to repeat things                                     | registering at a language school<br>conversations in the language school | personal things                   |  |   |
|   |  |  |                                   |  | <b>Pronunciation</b><br>intonation: WH-question and statement                       |

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|--|---|--|---|--|---|
| <b>3 FREUNDE UND CO.</b>                 |   |  |   |  |   |
| <b>Sequence 1</b><br>Was machst du gern? | talking about hobbies  <br>expressing likes and<br>dislikes   | leisure activities<br><br>conversations with friends   | sports   times of the day  <br>leisure activities | yes/no question   position<br>of the verb in the sentence<br>(statement, WH-question,<br>yes/no question)  <br>position of <i>gern</i> / <i>nicht gern</i> |                    |
| <b>Sequence 2</b><br>Hast du Zeit?       | understanding an invitation<br>and accepting / declining  <br>understanding and telling<br>the time   arranging to meet | birthday party<br><br>email   text messaging  <br>mailbox voice messages  <br>conversations with friends | days of the week   telling<br>the time formally   | verb and personal<br>pronoun   <i>haben</i>  |   |
| <b>Sequence 3</b><br>Was ist das?        | asking questions about<br>everyday objects and<br>naming them   | tidying up at home<br><br>conversations with friends   | everyday objects                                  | definite article / indefinite<br>article / negative article  | <b>Pronunciation</b><br>intonation: yes/no question<br>and statement   short and<br>long vowel sounds |


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|---|--|--|--|--|---|
| <b>4 IN DER STADT UNTERWEGS</b>                 |  |  |  |  |   |
| <b>Sequence 1</b><br>Speisen und Getränke       | understanding the menu   ordering at the restaurant  | at the restaurant<br>conversations at the restaurant   | food   drink   menu  | nominative and accusative   verbs with the accusative   <i>möchten</i> |  |
| <b>Sequence 2</b><br>Angebote in der Stadt      | understanding and telling the time   arranging to meet                                       | making appointments<br>chat   mailbox voice messages   text messaging   event tips   conversations with friends                              | leisure activities   telling the time informally                                       | <i>sein</i>  |   |
| <b>Sequence 3</b><br>Das gibt es in Deutschland | finding information   understanding information in adverts or on posters   arranging to meet | cities in Germany<br>short profiles of towns/cities   chat   posters   text messaging   telephone announcements   conversations with friends | numbers from 100   places and buildings   telling the time: opening times and duration | nominative and accusative   <i>es gibt ... / haben + acc.</i>          | <b>Pronunciation</b><br>diphthongs <i>ei, eu, au</i>                                |


|  | Practical language skills   | Themes and texts   | Vocabulary                         | Grammar  |   |
|--|---|--|------------------------------------|--|---|
| <b>5 EINKAUFEN UND ESSEN</b>           |   |  |                                    |  |   |
| <b>Sequence 1</b><br>Essen und Trinken | expressing likes and dislikes   understanding and expressing quantities | shopping and eating<br>conversations with friends   shopping lists                                       | groceries   quantities   packaging | irregular verbs:<br><i>essen</i>   <i>mögen</i>  |  |
| <b>Sequence 2</b><br>Beim Einkaufen    | asking for the price   understanding and expressing requests            | shopping<br>shopping at the fruit stall   at the butcher's   at the baker's   conversations with friends | shops and pricing                  | request: Sie   position of the verb in the sentence (all sentence types)   irregular verbs: <i>geben</i> , <i>nehmen</i> |   |
| <b>Sequence 3</b><br>Gemeinsam essen   | talking about food   understanding and expressing requests              | invitation to a meal with friends<br>conversations with friends  |                                    | request: imperative  | <b>Pronunciation</b><br>short and long vowel sounds with umlauts                    |


|   | Practical language skills  | Themes and texts   | Vocabulary                               | Grammar   |   |
|---|--|--|--|---|---|
| <b>6 MEIN ALLTAG</b>                        |  |  |  |   |   |
| <b>Sequence 1</b><br>Meine tägliche Routine | talking about everyday life and routines   talking about holidays   understanding suggestions and reacting to them | everyday life and leisure<br>personal profiles   conversations in the family   text messaging   holiday blog | everyday activities   leisure activities | the modal verbs <i>können, müssen, wollen</i>   modal verbs and sentence brackets |  |
| <b>Sequence 2</b><br>Ich bin Architekt      | understanding information about jobs   talking about jobs and professional activities                              | jobs and work<br>job profiles   conversations about work   | jobs   work-related activities           | frequency: <i>immer - oft - nie</i>   positions in the sentence                   |   |
| <b>Sequence 3</b><br>Meine Termine          | making appointments   understanding and saying dates and times   | arranging meetings<br>planning a holiday   diary   talking about appointments                                | months   seasons                         | dates: ordinal numbers  |   |


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|--|--|---|--|--|---|
| <b>7 KOMMST DU MIT?</b>                      |  |   |  |  |   |
| <b>Sequence 1</b><br>Was ist gerade los?     | talking about music  <br>expressing preferences  <br>understanding information<br>on posters | music festivals<br>event posters  <br>conversations about taste<br>in music   | music styles  <br>cultural events  | personal pronouns in the<br>accusative   |  |
| <b>Sequence 2</b><br>Wir laden euch ein      | inviting someone  <br>understanding<br>acceptances or refusals  <br>planning something       | party<br>conversation: preparation<br>for a party   written and<br>telephone invitations  <br>acceptances and refusals:<br>email and text message | written invitation   | separable verbs and<br>sentence brackets |   |
| <b>Sequence 3</b><br>Danke für die Einladung | responding to an invitation  <br>at the restaurant / in the<br>pub ... paying                | birthday party<br>invitation to a concert  <br>acceptances and refusals by<br>telephone   conversation in<br>the pub and paying                   | acceptances or refusals to<br>an invitation   paying at the<br>restaurant / in the pub ... |  | <b>Pronunciation</b><br>word accent with<br>separable verbs                         |





|  | Practical language skills   | Themes and texts  | Vocabulary                                       | Grammar  |   |
|--|---|---|--|--|---|
| <b>8 DEINE WOHNUNG IST SCHÖN</b>                 |   |   |  |  |   |
| <b>Sequence 1</b><br>Ich zeige dir meine Wohnung | describing the rooms in a flat   expressing likes and dislikes  | viewing a flat<br>conversations about flats and houses  | names and characteristics of the rooms   storeys |  |      |
| <b>Sequence 2</b><br>So wohnen wir               | understanding descriptions of flats and furniture   saying what belongs to whom   describing a dream house/dream flat | in the new flat<br>conversations between neighbours and while moving house  | names and characteristics of the furniture       | possessive articles in the nominative                          |   |
| <b>Sequence 3</b><br>Das ist aber teuer!         | asking for things   talking about prices   evaluating something   | at the furniture store<br>conversations about the new flat   conversations between customers and sales assistants | expressions of evaluation                        | possessive articles in the accusative   <i>nicht, sehr, zu</i> |   |
|  |   |   |  |  | <b>Pronunciation</b><br>-er at the start of a word or syllable and at the end of a word |


|  | Practical language skills   | Themes and texts   | Vocabulary                                     | Grammar  |   |
|--|---|--|--|--|---|
| <b>9 DAS WAR SEHR SCHÖN</b>                  |   |  |  |  |   |
| <b>Sequence 1</b><br>Heute ist - gestern war | understanding holiday reports   describing past events                          | holiday<br>emails from friends   telephone calls   | expressions of evaluation                      | past tense of <i>haben</i> and <i>sein</i>   recap of position of the verb in the sentence |  |
| <b>Sequenz 2</b><br>Besuch bei Freunden      | understanding information on leisure activities   expressing likes and dislikes | a visit to friends<br>chat, conversations and emails between friends   short holiday reports | leisure activities   expressions of evaluation | recap of possessive articles in the accusative   |   |
| <b>Sequence 3</b><br>E-Mails                 | writing a private email   thanking   asking for and providing information       | before and after a visit to friends<br>emails   telephone calls                              | private email (salutation, signing off ...)    | genitive -s  |   |
|  |   |  |  |  | <b>Pronunciation</b><br>e-schwa   |


|   | Practical language skills  | Themes and texts   | Vocabulary                       | Grammar   |   |
|---|--|--|----------------------------------|---|---|
| <b>10 KONTAKTE IM ALLTAG</b>              |  |  |                                  |   |   |
| <b>Sequence 1</b><br>Kontakte pflegen     | understanding simple information texts   making notes   making statements about habits               | internet and social media<br>articles   survey in the street   blog   podcast              | social media   telling the time  | prepositions that take the dative: <i>aus, bei, mit, nach, seit, von, zu</i>   article words in the dative   contraction of preposition and article |  |
| <b>Sequence 2</b><br>Freunde und Nachbarn | addressing someone   offering someone help   expressing congratulations                              | coincidental meeting<br>conversations between friends and neighbours   written invitations | congratulations                  |   |   |
| <b>Sequence 3</b><br>Treffpunkte          | understanding radio reports   understanding event programmes   understanding comments about an event | event tips<br>tips on the radio   event posters   forum posts   comments                   | leisure opportunities and events | recap: definite article, indefinite article and negative article in the nominative, accusative and dative   | <b>Pronunciation</b><br><i>sp</i> and <i>st</i>                                     |

|   | Practical language skills  | Themes and texts  | Vocabulary                                     | Grammar   |   |
|---|--|---|--|---|---|
| <b>11 ENTSCULDIGEN SIE BITTE</b>            |  |   |  |   |   |
| <b>Sequence 1</b><br>Besuch in Heidelberg   | gathering information   understanding signs and labels   | a short break in the city<br>conversation in the tourist information centre, in the museum shop, at the post office   questions to passers-by | travelling                                     | personal pronouns in the dative   |  |
| <b>Sequence 2</b><br>Ich bin leider zu spät | apologising   justifying something   understanding and providing information in texts          | being late<br>conversations in the office, in the doctor's surgery, between friends   telephone announcements   forum                         | times and dates                                | the pronoun man   |   |
| <b>Sequence 3</b><br>Wie geht das?          | expressing imperatives and polite requests   describing a problem   understanding instructions | technical questions<br>conversations in the copy shop, in the family   written instructions   | frequent actions using the computer and copier | recap of modal verbs in the sentence   the infinitive in written instructions |   |
|   |  |   |  |   | <b>Pronunciation</b><br><i>b and p</i>  |


|  | Practical language skills   | Themes and texts  | Vocabulary  | Grammar  |   |
|--|---|---|---|--|---|
| <b>12 ICH BIN HIER NEU</b>                 |   |   |   |  |   |
| <b>Sequence 1</b><br>Das Praktikum         | understanding key information in a business letter   introducing yourself and others   understanding instructions                               | the first days in a work placement<br><br>letter of response to an application   conversations in the office                  | at work   greetings   things on your desk   work placement activities | two-way prepositions with the dative                                     |  |
| <b>Sequence 2</b><br>Neuer Job, neue Stadt | understanding a private email   understanding and describing processes   making business and private appointments                               | appointments and processes privately and at work<br><br>private and business emails   conversations in the office   voicemail | processes and appointments  | temporal adverbs<br><i>zuerst, dann, danach, später, zuletzt</i>         |   |
| <b>Sequence 3</b><br>Kim hat viel Arbeit   | understanding of written and verbal appointment information   understanding what you should or shouldn't do   writing dates and times in emails | in the office<br><br>business emails   conversations in the office  | conventions at work   business appointments   date and time           | modal verbs and their negatives<br><i>(nicht) dürfen, (nicht) müssen</i> |   |
|  |   |   |   |  | <b>Pronunciation</b><br><i>t - d</i> as initial and medial sounds                   |


|  | Practical language skills   | Themes and texts   | Vocabulary                              | Grammar   |   |
|--|---|--|---|---|---|
| <b>13 FAMILIE UND FREUNDE</b>            |   |  |   |   |   |
| <b>Sequence 1</b><br>Familie heute       | understanding personal details in texts and conversations   giving personal details in a short text                                 | housing and living arrangements<br><br>short descriptions of living arrangements   talking about where you live   registration forms | family   personal details               | prepositions <i>für</i> , <i>ohne</i> + accusative, <i>mit</i> + dative   |  |
| <b>Sequence 2</b><br>Im Haushalt         | understanding and expressing instructions and requests   understanding and expressing promises                                      | everyday life in a family<br><br>everyday conversations   household statistics   text messaging                                      | household activities   making a promise | recap of the imperative   the modal verb <i>sollen</i>   recap of modal verbs in the sentence                             |   |
| <b>Sequence 3</b><br>Familiengeschichten | understanding information about people, times and places   talking about people   describing people and events in a written passage | life stories<br><br>articles   conversations   chat  | age   time and date                     | question words in the nominative, accusative and dative   demonstrative articles in the nominative, accusative and dative | <b>Pronunciation</b><br><i>k - g</i>  |


|   | Practical language skills  | Themes and texts   | Vocabulary  | Grammar  |   |
|---|--|--|---|--|---|
| <b>14 DER SOMMERJOB</b>                     |  |  |   |  |   |
| <b>Sequence 1</b><br>Einen Sommerjob suchen | understanding important information about jobs   asking for information in writing and verbally   providing information about yourself | holiday jobs<br>radio report   private and job-related conversations   adverts   emails   forum                                  | personal details   dreams and plans   evaluating things | recap of modal verbs in the sentence   |  |
| <b>Sequence 2</b><br>Das war ein guter Job  | understanding information about activities and experiences at work   taking notes   telling people about your job                      | work placement<br>conversations   schedule   blog   email  | job-related activities                                  | perfect: function, auxiliary verbs <i>haben</i> and <i>sein</i> , past participle   sentence brackets with the perfect |   |
| <b>Sequence 3</b><br>Schule und Ausbildung  | understanding information about training   saying dates and years   filling in a form  | education and training routes<br>articles   interview   conversations relating to registration and at the travel agent's   forms | dates and years   | recap telling dates   perfect tense: using <i>haben</i> or <i>sein</i>   |   |
|   |  |  |   |  | <b>Pronunciation</b><br>v > [f] – [w]   |

|   | Practical language skills  | Themes and texts   | Vocabulary  | Grammar  |   |
|---|--|--|---|--|---|
| <b>15 GLÜCK GEHABT</b>                    |  |  |   |  |   |
| <b>Sequence 1</b><br>Im Krankenhaus       | understanding the key information in reports and giving your own report   describing your health   expressing feelings                         | accidents<br>articles   conversations with the doctor   chat   telephone calls   reporting an accident | body parts   pain   surprise   joy   regret   | perfect: participle of verbs ending in -ieren, perfect participle of separable verbs |  |
| <b>Sequence 2</b><br>Ich bin leider krank | understanding recommendations and instructions   making arrangements   talking about illnesses   | illness<br>articles   conversations with the doctor and in private   chat   package leaflet            | having a cold   temporal conjunctions ( <i>vor, nach, zu früh/spät</i> )   time (past - present - future) | perfect participle with inseparable verbs   recap of auxiliary verbs                 |   |
| <b>Sequence 3</b><br>Gesund und fit!      | understanding the key information in texts   understanding explanations   providing a simple reason   understanding and giving recommendations | health and fitness<br>short profiles   website   adverts   articles   conversations                    | sports   tips   | recap of imperative  |   |
|   |  |  |   |  | <b>Pronunciation</b><br>h   |



|                                      | Practical language skills   | Themes and texts  | Vocabulary  | Grammar   |   |
|--------------------------------------|---|---|---|---|---|
| <b>16 SHOPPEN GEHEN</b>              |   |   |   |   |   |
| <b>Sequence 1</b><br>Im Kaufhaus     | talking about gifts   understanding information in the department store   asking for information   giving information                                       | the department store<br>writing on info boards and signs   announcements   conversations        | departments in the department store   at the information desk | possessive articles in the dative   |  |
| <b>Sequence 2</b><br>Kleidung kaufen | expressing likes and dislikes   conversations with sales assistants (buying clothes)   understanding and providing information about your favourite clothes | clothes and fashion<br>conversations with sales assistants   conversations about clothes   blog | clothing   expressions of evaluation   affirmation            | recap of personal pronouns in the dative   the question article <i>welcher/welches/welche</i> |   |
| <b>Sequence 3</b><br>Auf dem Markt   | conversations with sales assistants (buying groceries)   making notes   | buying groceries<br>conversations with sales assistants   website                               | quantities and prices   qualitative adjectives                |   | <b>Pronunciation</b><br><i>ich</i> and <i>ach</i> sounds                            |

|  | Practical language skills  | Themes and texts   | Vocabulary                                     | Grammar  |   |
|--|--|--|--|--|---|
| <b>17 WIR FAHREN WEG</b>                   |  |  |  |  |   |
| <b>Sequence 1</b><br>Ein Wochenende in ... | understanding key information in written passages   planning an activity   giving information about locations          | travel information<br><br>short descriptions of tourist attractions   chat   conversations   announcements   email   train connections | points of the compass   modes of transport     | Wohin? – preposition + accusative  |  |
| <b>Sequence 2</b><br>Reisevorbereitungen   | understanding quotations and requesting information in writing   talking about travel arrangements   making complaints | travelling<br><br>travel reports   website   email   talking about travel plans   talking about complaints                             | hotel   formal email   travelling   complaints | recap of <i>Wo?</i> – preposition + dative   <i>Wohin stellt/legt/hängt er ...?</i> – preposition + accusative / <i>Wo steht/liegt/hängt ...?</i> – preposition + dative |   |
| <b>Sequence 3</b><br>Wie ist das Wetter?   | understanding simple weather reports   expressing feelings   talking about the weather and seasons                     | weather<br><br>weather reports   postcards   chat   conversations   statistics   | weather  |  | <b>Pronunciation</b><br>Final-obstruent devoicing                                   |

|   | Practical language skills   | Themes and texts  | Vocabulary   | Grammar   |   |
|---|---|---|--|---|---|
| <b>18 ARBEIT UND MOBILITÄT</b>            |   |   |  |   |   |
| <b>Sequence 1</b><br>Arbeitswelten        | understanding information about jobs and working hours   understanding notices and signs   describing daily routines    | work and profession<br>radio report   blog   notices   voicemail messages   chat          | jobs and professional activities   routines          | linking sentences with <i>und, oder, aber, denn</i> : function and syntax |  |
| <b>Sequence 2</b><br>Unterwegs in Halle   | gathering and understanding information about public transport   understanding and giving directions                    | out and about in the city<br>articles   conversations   email   announcements   signs     | directions   at the station   permission/prohibition |   |   |
| <b>Sequence 3</b><br>Leben in Deutschland | understanding and making comparisons   expressing preferences and desires   talking about language learning experiences | mobility at work<br>articles   conversations   email   reporting experiences   statements | desires   comparison                                 | recap of the verb <i>möchten</i>  |   |