

Deutsch 101 Semesterplan, Kultur, Vokabeln, Grammatik und AMDs Herbst 2025

[Link to Kultur](#) [new tab!]

[Skip to Vokabeln](#)

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[Link to AMDs](#) [new tab!]

[Für Lehrer*innen](#)

[Recommended Online Dictionaries](#)

[CLICK HERE FOR THE TABULAR OVERVIEW FOR THE EVENING SECTION \(Section 006\)](#)

	Montag	Dienstag	Mittwoch	Donnerstag
25.8.	Modul 01, Stunde 1	Modul 01, Stunde 2	Modul 01, Stunde 3	Modul 01, Stunde 4
1.9.	TAG DER ARBEIT	Modul 01, Stunde 5	Modul 01, Stunde 6	Modul 01, Stunde 7
8.9.	Modul 01, Stunde 8	Modul 01, Stunde 9	Modul 02, Stunde 1	Modul 02, Stunde 2
15.9.	Modul 02, Stunde 3	Modul 02, Stunde 4	Modul 02, Stunde 5	Modul 02, Stunde 6
22.9.	Modul 02, Stunde 7	Modul 02, Stunde 8	Modul 02, Stunde 9	Modul 03, Stunde 1
29.9.	Modul 03, Stunde 2	Modul 03, Stunde 3	Modul 03, Stunde 4	Modul 03, Stunde 5
6.10.	Modul 03, Stunde 6	Modul 03, Stunde 7	Modul 03, Stunde 8	Modul 03, Stunde 9
13.10.	HERBSTFERIEN	HERBSTFERIEN	Conversational Past	Modul 04, Stunde 1
20.10.	Modul 04, Stunde 2	Modul 04, Stunde 3	Modul 04, Stunde 4	Modul 04, Stunde 5
27.10.	Modul 04, Stunde 6	Modul 04, Stunde 7	Modul 04, Stunde 8	Modul 04, Stunde 9
3.11.	Vor- & Rückschau!	Modul 05, Stunde 1	Modul 05, Stunde 2	Modul 05, Stunde 3
10.11.	Modul 05, Stunde 4	Modul 05, Stunde 5	Modul 05, Stunde 6	Modul 05, Stunde 7
17.11.	Modul 05, Stunde 8	Modul 05, Stunde 9	Modul 06, Stunde 1	Modul 06, Stunde 2
24.11.	Modul 06, Stunde 3	Modul 06, Stunde 4	ERNTEDANKFEST	ERNTEDANKFEST
1.12.	Modul 06, Stunde 5	Modul 06, Stunde 6	Modul 06, Stunde 7	Modul 06, Stunde 8
8.12.	Modul 06, Stunde 9	ENDE DES SEMESTERS	ENDE DES SEMESTERS	ENDE DES SEMESTERS

Assessment Schedule

First Vocab Assessment: **Stunde 4 in each module**

- In **Module 1**, the First Vocab Assessment will take place in **Stunde 5**

Second Vocab Assessment: **Stunde 9 in each module**

- In **Module 6**, the **Final Cumulative Vocabulary Quiz** replaces the Second Vocab Assessment

Writing and Grammar Assessments: **Stunde 8 in each module**

- In **Module 6**, this will just be a Grammar Assessment

Oral Assessments: **At the end of Modules 1, 2, 3, 4, and 5**, either in your instructor's office, or submitted as a video recording

- In **Module 6**, the final role play replaces the oral assessment, and will be performed in Stunde 7 & 8

Tested Vocabulary Lists

[Click here to join the Quizlet Class for German 101/102!](#) *Note: The Beispielsätze Quizlets prepare you more specifically for the Assessments, but the "regular" Quizlets work better for "Learn" mode and Quizlet games.*

Beispielsätze (example sentences)						
Deutsch 101	Modul 01	Modul 02	Modul 03	Modul 04	Modul 05	Modul 06
	Overview	Overview	Overview	Overview	Overview	Overview
Deutsch 102	Modul 07	Modul 08	Modul 09	Modul 10	Modul 11	Modul 12
	Overview	Overview	Overview	Overview	Overview	Overview

Reference Vocabulary Lists

We will refer to these lists regularly during class activities, but you will NOT be tested on them. You will only be tested on the Module Vocabulary Lists listed above. ABER/BUT: (a) You will see many words from the Module Vocabulary Lists on these Reference Vocabulary Lists, and (b) we strongly encourage you to create a Meine Vokabeln Google doc, into which you can copy and paste items from these reference vocabulary lists that you would like to learn, as well as other vocabulary useful for you personally!

[Die erste Liste](#)

[Die zweite Liste](#)

[Wie geht's?](#)

[Woher komme ich?](#)

[Computer & Internet](#)

[An der Uni & im Unterricht](#)

[Dinge im Klassenzimmer](#)

[Die Zahlen \[=numbers\]](#)

[Telling time, days, months and seasons](#)

[Studienfächer](#)

[Describing people](#) (clothing, colors, characteristics and parts of the body)

[Hobbys und Freizeitaktivitäten](#) [= Hobbies and leisure activities]

[Essen und Trinken](#) [= food and drink]

[Das Wetter](#)

[Traveling and getting around town](#)

[Familie](#)

[Geographie](#) [= geography]

[Zu Hause](#) [= at home]

Easy German videos explaining some useful basic expressions:

- [10 More German Expressions You Should Know!](#) Nee, Nä!, Ne?, Tja, Übrigens, Krass, Egal, Macht nichts, Kein Ding, Genau
- [15 German expressions you should know!](#) Bock haben, Auf jeden Fall, Na ja, Ich freue mich, Was geht ab?, Na klar, Geht so/Es geht, Keine Ahnung, Na?, Kein Problem/Alles gut, Passt schon!, Ach, Doch!, Läuft, Mach's gut!
- [German Slang Only Young People Use](#) (ignore "schnieke"; ask younger German speakers for confirmation before using these expressions!)

P&P Assignments (Yellow highlight = Not Yet Updated!)

LTMI	P&P 1-2	P&P 1-3	P&P 1-4	P&P 1-5	P&P 1-6	P&P 1-7	P&P 1-8	P&P 1-9
P&P 2-1	P&P 2-2	P&P 2-3	P&P 2-4	P&P 2-5	P&P 2-6	P&P 2-7	P&P 2-8	P&P 2-9
P&P 3-1	P&P 3-2	P&P 3-3	P&P 3-4	P&P 3-5	P&P 3-6	P&P 3-7	P&P 3-8	P&P 3-9
P&P 4-1	P&P 4-2	P&P 4-3	P&P 4-4	P&P 4-5	P&P 4-6	P&P 4-7	P&P 4-8	P&P 4-9
P&P 5-1	P&P 5-2	P&P 5-3	P&P 5-4	P&P 5-5	P&P 5-6	P&P 5-7	P&P 5-8	P&P 5-9
P&P 6-1	P&P 6-2	P&P 6-3	P&P 6-4	P&P 6-5	P&P 6-6	P&P 6-7	P&P 6-8	P&P 6-9

Vocabulary Practice Videos & Other Materials

The following videos & other materials are assigned or optional and/or come up in class, to help you practice and apply the tested vocabulary lists, and other essential vocabulary:

Modul 1:

- **Optional (Highly Recommended & fun!):** [10 GERMAN PHRASES Every Traveler Should Know!](#) **STOP AT 11:45.**
- **Optional (Fun!):** Easy German: [Expressions for something being awesome](#)
- **Optional:** Easy German: [100 Words You Should Know When Coming to Germany](#). **SKIP 4:22-5:09 (Membership ad) and STOP AT 14:12** [or watch Manuel and Janusz enjoy their beer]
- **Optional:** Easy German: [11 German Interjections You Hear Every Day](#). **STOP AT 8:05.**
- Number practice [kein Video!]: [langpractice.com](#) + [Die Zahlen \[=numbers\] reference list](#)
- Easy German: [Counting in German from 1 - 100](#). **SKIP 3:34 - 3:59 and STOP at 5:57** (or watch the cute final scene from 6:40-6:58, and see what you can understand without subtitles!)
- *Die Sendung mit der Maus:* [Bis 1023 zählen](#).
- Easy German: [Introduce yourself in German \(for absolute beginners\)](#). **STOP AT 3:27.**
- Easy German [Basic Phrases - Introducing Yourself](#)

Modul 2:

- Number practice: [langpractice.com](#) + [Die Zahlen \[=numbers\] reference list](#) [review from Modul 1, as basis for learning ordinal numbers ("first, second, third..." - erst-, zweit-, dritt-, viert- usw.) in Modul 2]
- Easy German: [Days of the Week](#). **STOP AT 3:55.**
- Telling time: Easy German: [How to Tell the Time in German](#) + [Telling time, days, months and seasons reference vocab list](#)
- **OPTIONAL:** Easy German: [How Germans Spend Their Free Time](#). **STOP AT 6:02.**
- **OPTIONAL:** Easy German: [We Asked People in Berlin to Describe Their Appearance](#)
- **OPTIONAL:** Easy German: [How would you describe yourself?](#)
- **IN CLASS:** Easy German: [Your favorite German music?](#) **STOP AT 7:03**

Modul 3:

- [How to order 🌮 Döner in Germany](#). **STOP at 4:43.**
- Easy German: [How to tip in Germany](#), **von 4:30-5:12**. Link goes to 4:30, aber das ganze Video ist interessant! **OPTIONAL:** Watch the full video!
- [How to order coffee & pay in a Café in Germany](#) **von 3:10-3:58**. Link goes to 3:10, aber das ganze Video ist interessant! **OPTIONAL:** Watch the full video!
- **OPTIONAL:** [Sesamstrasse - Ernie und Krümelmonster](#) Includes vocabulary related to eating in an explanation of how silverware works. Shows the German way of eating with a knife and fork :)
- **OPTIONAL:** Easy German: [How to order drinks in German](#) Begins with phrases for ordering water!
- **OPTIONAL:** Easy German: [How to order Coffee in Germany?](#)
- **OPTIONAL:** Easy German: [How to order something in a German bakery?](#) (Sehr lecker 😊)
- **OPTIONAL:** Easy German: [22 Useful German Sentences For Ordering Food](#) (by phone/for delivery)
- **OPTIONAL:** [German Restaurant Vocabulary](#) (Easy German comedy: Influencer in a restaurant 😊)
- **OPTIONAL:** Easy German: [Austrian Food](#)
- **OPTIONAL:** Easy German: [What do Germans eat?](#)
- **OPTIONAL:** Easy German: [Having Breakfast in Slow German](#) Fun, informative, and delicious 😊 **SKIP 5:40-6:53 (Seedlang ad); STOP at 15:20.** [This was also included as an optional link in the Modul 3 Kultur Assignment]
- **OPTIONAL:** Easy German: [German Kids' Favorite Food](#) VERY cute interviews with little kids 😊
- **OPTIONAL:** Easy German: [What's your favorite fruit?](#)
- **OPTIONAL:** [Stefan Raab bei McDonald's](#)

Modul 4:

- YourGermanTeacher: [Das Wetter | Useful Small Talk Phrases | Adjectives / Nouns / Verbs](#) **STOP at 13:08;** the link intentionally takes you to **0:56**, past the intro.
- **OPTIONAL:** Easy German: [Talking About the Weather in German](#) **SKIP 5:36-7:15 (Seedlang ad) and STOP at 13:15.**

- Easy German: [Sentences you hear at airports](#)
- Easy German: [haben vs sein](#): Reise nach Vietnam: 1:49 -5:25 [talking about the logistics of a trip]
- Laserkraft 3D: Nein Mann: [Video](#) - [Liedtext Deutsch](#) - [Liedtext Deutsch & Englisch](#)
- **OPTIONAL**: [Frankfurt Flughafen Bahnhof: Bahnsteigansagen](#) [announcements at train station platforms]
- **OPTIONAL**: Easy German: [Public Transport in Slow German](#)

Modul 5:

- [Döner mit Allem](#) 😊
- [May Ayim: fragezeichen](#)
- Easy German: [Flirting in Germany](#) **ONLY 1:50-2:18 & 3:39-4:05**
- Easy German: [How to find friends in Germany](#). **Watch ONLY the following parts: 0:00-0:28** (note the multiple infinitives and conjugated verbs at the ends of clauses!); **3:50-13:30** (the meetup suggestion at the end is outdated, but nebenan.de is an active platform).
- ["Was macht für dich eine gute Freundschaft aus?" Das antworten Jugendliche...](#)
- **OPTIONAL**: Easy German: [Finding friends in Germany](#) **STOP at 7:13**.
- **OPTIONAL, HIGHLY recommended**: Easy German: [We Asked Couples in Berlin How They Met](#) **SKIP 5:47-6:48** (Seedlang ad); **STOP at 12:52**. Great topic, which all the people interviewed enjoy talking about. Lots of great examples of Modul 1-5 vocab and grammar ==> great review and practice, and fun to watch!!
- **OPTIONAL**: Easy German: [What kind of person are you?](#) **STOP at 8:09**. The responses mostly go beyond our Eigenschaften vocab, but then the responses to further questions (what do you like/dislike, how did you become who you are) include lots of Modul 1-5 vocab & structures.

Modul 6:

- Easy German: [Wie hältst du dich glücklich?](#)
- [Was gehört für dich zu einem glücklichen Leben?](#)

Grammar Outlines and Videos

[Link to Legacy Video Lectures](#)

Modul 1:

- [Grammar and Writing Assessment Model Answers](#): **We highly recommend quickly reviewing the grammar and writing assessments from the earlier modules at the start of each new module in 101 AND 102!!**
- Legacy Video Lecture: [Kapitel 1](#) (start at 2:11)
 - formal commands; sein & heißen; question formation; der/das/die, er/sie/es & pronoun substitution, Nominative & overview of the cases; introduction to negation
 - **Optional**: [Try this self-correcting quiz on the Kapitel 1 video lecture](#) (ignore the "Submit" option). Each time you refresh the quiz, you will see a different set of questions. You may find some of them fun :)
- **Outline**: [Present Tense Verb Conjugation](#)
 - Impuls Deutsch: [Pronouns and Conjugations](#)
 - Easy German: [Conjugation of regular verbs: Sagen, Machen, Hören](#). **STOP AT 2:30**.
- Easy German: [German Verbs: Sein](#). **STOP AT 1:40** (when the speaker says: "Präteritum" - *OR continue watching until 2:20 for a very useful preview of how to say "I was, you were" usw.!*).
- **OPTIONAL**: ["Und Sie? Was machen Sie?" by Detlev Wagner und Petra Zeigler](#).
 - [Hier ist der Text. auf Deutsch und Englisch](#).
 - This song provides models of the Present Tense endings, and introduces some useful basic vocabulary.
 - Here is a [lyric video version of the song!](#)
- Easy German [Cases - Nominativ](#). **STOP AT 5:45**.
- **Outline**: [Plural Patterns](#)
 - Easy German: [How to learn the German Plural endings](#). **STOP AT 6:51** (or continue until 7:23 to hear an example of "Das ist der Hammer" :). **SKIP 0:54-2:11**.
- **OPTIONAL**: Easy German: [How to know a word's gender](#).
- **Negation**: Use *kein(e)* to negate a noun preceded by ein(e) or no article; use *nicht* to negate everything else! [We will go into more detail in Modul 4!]
 - Easy German: [Kein vs. Nicht](#). **STOP AT 5:20**.

Modul 2:

- [Grammar and Writing Assessment Model Answers](#)
- Legacy Video Lectures:
 - [Kapitel 2: 5:03-8:59](#): Present tense conjugation review; Subject Verb agreement; important Present tense usage information
 - [Kapitel 2 8:59-9:34](#): Review (for us) of *gern/nicht gern/sehr gern*
 - [Kapitel 2: 9:35-15:57](#): Accusative Case & Masculine N-Nouns (Weak Nouns)
 - [Kapitel 2: 15:57-18:23](#): Verb in Position 2
 - [Kapitel 3 1:37-5:05](#): Present Tense of Stem-Changing Verbs
 - [Kapitel 3 5:38-7:33](#): Accusative Pronouns
 - [Kapitel 3 11:27-13:35](#): Coordinating Conjunctions (*und, denn, sondern, aber, oder*)
 - [Kapitel 3: 14:02-16:40](#), AND [Kapitel 4: 8:01-12:29](#): Modal Verbs
- Outline: [Modal Verbs](#)
 - **Optional:** Easy German: [Learn all German Modal Verbs in 8 Minutes](#). Filmed at UCLA! **STOP AT 7:25.**
 - **Optional:** Easy German: ["Wollen" vs. "Mögen" vs. "Möchten"](#). **SKIP 3:41-4:28 (Membership ad).** Optional because it includes a [very useful!] preview of *dass* [Modul 5], an aspect of *mögen* that we are not covering in this course (using it with other verbs in negative statements), and a few examples beyond our level - but a VERY useful review of and supplement to what we are learning about modal verbs! Watch it to the end for a useful scene showing one of the speakers practicing the soft *ch*!
- **Optional:** Easy German: [German Verbs: Haben](#). **STOP AT 3:15.**
- **Optional:** Easy German: [Irregular Verbs: Haben, Sein, Gehen](#). Note that *gehen* is NOT irregular in the present tense, so this part of the video is a review of the regular present tense ending patterns from Modul 1! **STOP AT 3:15.**
- Outline: [Stem-Changing Verbs](#)
 - **Optional:** Easy German: [10 German Verbs that Change Vowels \(Strong Verbs for Beginners\)](#). Filmed at UC Santa Barbara! **SKIP 4:43-5:37 (Seedlang ad) and STOP AT 7:58.**
- Outline: [Akkusativ: Artikel, Pronomen und Akkusativpräpositionen](#)
- **Optional:** Easy German: [German Sentence Structure Explained in 10 Minutes](#). **START AT 0:30. STOP AT 9:15.** This is a great supplement to the information from the video lecture, and also a preview of information we will learn in Modul 5 (subordinating conjunctions) and Modul 7 (time/manner/place).

Modul 3:

- [Grammar and Writing Assessment](#) Model Answers for Sections A, B and C are on the overheads linked to those sections. Detailed advice for the writing portion is included in the instructions.
- Legacy Video Lectures:
 - [Kapitel 2, 19:07-21:40](#): Separable Verbs
 - [Kapitel 3, 7:34-11:26](#): Possessive Articles
 - [Kapitel 4, 0:00-8:00](#): Imperative
 - [Kapitel 4, 12:30-15:33](#): Accusative Prepositions
- **OPTIONAL:** Easy German: [German Separable Verbs for Beginners](#). Filmed in Mexico! **SKIP 4:39-5:27 (Seedlang ad) and STOP AT 6:58.**
- Outline: [Possessivartikel](#)
 - Easy German: [How to Remember Possessive Pronoun Endings](#). **Watch only 7:35-8:53 (The link takes you directly to 7:35).**
 - **OPTIONAL:** Easy German: [Possessive Pronouns in German](#). **SKIP 7:52-8:40 (Membership ad) and STOP AT 10:00.**
- [Summary of the Imperative](#)
 - **OPTIONAL:** Easy German: [Imperatives: How to Phrase Orders and Requests in German](#). **SKIP 5:57-6:24 (Seedlang ad) and STOP AT 9:25**
- Outline: [hatte und war](#)
- [Overview of Weak Nouns \(also known as N-Nouns\)](#)
 - Optional [additional explanation of N-Nouns / Weak Nouns](#)

Modul 4:

- [Grammar and Writing Assessment](#)
- Legacy Video Lectures:
 - [Kapitel 2, 21:40-25:00](#): The position of *nicht* and a review of *nicht* vs *kein*
 - [Kapitel 5, 0:58-13:31](#): Conversational Past
- Outline: [Conversational Past](#)
 - Quizlet: [Starke, schwache und gemischte Verben, Modul 1-4](#)
 - **OPTIONAL**: Easy German: [Haben vs. Sein](#). **STOP at 5:25**. Ignore the title of the video and focus on the very useful examples of how to talk about a trip in the Conversational Past!
 - **OPTIONAL**: Easy German: [Perfect Tense in German](#). **STOP at 3:50**. (filmed at a school in the Czech Republic!)
- Outline: [Negation](#)

Modul 5:

- [Grammar and Writing Assessment](#) Model Answers for the Grammar Assessment practice are at the end of the document. Some advice for the writing portion is included in the instructions.
- Legacy Video Lectures:
 - [Kapitel 5, 15:30-21:29](#): The subordinating conjunctions *dass*, *weil* & *ob*; Infinitive clauses with *zu*; Word order (actually/*eigentlich*: verb position): What we've learned so far (including indirect questions)
 - [Kapitel 6, 17:22-19:06](#): The subordinating conjunction *wenn*
 - [Kapitel 6, 0:50-9:38](#): Introduction to the Dative
 - [Kapitel 6, 11:04-13:20](#): Dative Prepositions
- [Basic Chart of Forms of der/das/die, ein-words, Pronouns](#) The page includes a web version and a pdf version of the chart, and mechanical practice exercises at the end.
- [kennen & wissen](#)
- [Verb Forms, Modul 1-5](#)
- Additional recommended videos are listed in [P&P 05-04](#) & [P&P 05-05](#) [same list in both assignments]

Modul 6:

- [Grammar Assessment](#) Model Answers for Sections A and C are at the end of the document.
- Legacy Video Lectures:
 - [Kapitel 6, 9:38-11:04 AND 13:20-17:21](#): Dative verbs; *in*, *an* & *auf* + Dative; Expressions using the Dative
 - [Kapitel 6, 0:50-9:38 AND 11:04-13:20](#): **Review** of Dative & Dative Prepositions
 - [Kapitel 8, 9:28-12:35](#): Future Tense
 - **Optional**: [Try this self-correcting quiz on the Kapitel 6 video lecture](#) (ignore the "Submit" option). Each time you refresh the quiz, you will see a different set of questions. You may find some of them fun :)
- **Case review**: Read both [this Standard Case Overview](#) and [this Case Overview focusing on the question: Why is the Noun in the Sentence?](#) [**Ignore information about the two-way prepositions, the Genitive, and about time expressions, all of which we will learn about in German 102 (or read those sections now as a preview!)**]
- Review the [Basic Chart of Forms of der/das/die, ein-words, Pronouns](#). The page includes a web version and a pdf version of the chart, and mechanical practice exercises at the end.
- Easy German: [5 Common Mistakes When Expressing Feelings in German](#). **STOP at 3:48**. (The interessant/interessiert distinction is not related to Dativ, but the other 4 examples are).
- Easy German: [Talking about the Future in German](#). **SKIP 3:24-4:27** (membership ad). **STOP at 7:45**.
- Easy German (talking about future plans using the Present or Future tense): [How Do Germans Spend Their Weekends?](#) **STOP at 4:20**.
- [Verb Forms, Modul 1-6](#)

Aussprache - Pronunciation Videos

- Fluent Forever: German Pronunciation Video 1: [The German Consonants and the IPA](#)
- Fluent Forever: German Pronunciation Video 2: [The German Vowels and the IPA](#)
- Fluent Forever: German Pronunciation Video 3: [The German Spelling System](#)

Overheads

Modul 1:

- [M01S2 Drei Dialoge](#)
- [M01S2 Wer ist das? Wer macht das?](#)
- [M01S2 Wer tanzt was?](#)
- [M01S3 Aussprache](#) (lange und kurze Vokale - long and short vowels; unstressed -en)
- [M01S3 Kennenlernen und Verbformen!](#) (Only used if time permits; if so, only part A)
- [M01S4 Aussprache](#) (Unbetontes -e - Unstressed -e)
- [M01S4 Kennenlernen und Verbformen 2](#)
- [M01S4 Zahlen/zählen](#)
- [M01S5 Aussprache: Zahlen](#) (z=ts; ü; -ig *am Ende*=ich; ei vs ie; v & w)
- [M01S5 Lesen Sie die Zahlen](#)
- [M01S5 Was kostet mein Hobby?](#) (Numbers)
- [M01S5 Übertreiben Sie!](#) (Numbers)
- [M01S5 Was sind meine Hobbys? Was mache ich gern?](#)
- [M01S6 Bist du X?](#) [sein]
- [M01S6 Außerirdische im Klassenzimmer](#) (der/das/die & ein; plural patterns; pronoun substitution; negation)
- [M01S7 Kultur Diskussion](#)
- [M01S7 du oder Sie?](#)
- [M01S8 Aussprache: Alphabet](#)
- [M01S8 Das Alphabet](#)
 - [M01S8 Authentisch buchstabieren!](#)
 - [M01S8: Schiffe Versenken](#) (Teil von [=part of] M01S8 Das Alphabet)

Modul 2:

- [M02S1 Ausserirdischenerkennungsexpert*innenfragebogen](#)
- [M02S1 Meinst du, es gibt...?](#)
- [M02S2 Das Datum und Geburtstage](#)
- [M02S2 Was hast du am Montag?](#)
- [M02S3 Modalverbinterview](#)
- [M02S3 Was machst du gern?](#)
- [M02S4 Hartmutchens Stundenplan](#)
- [M02S4 Lola rennt Teil 1](#)
- [M02S5 Kultur Diskussion](#)
- [M02S5 Deutschsprachige Rapper*innen und Hip-Hop Musiker*innen](#)
- [M02S5 AMD-Ideen](#)
- [M02S5 Musik und Serien](#)
- [M02S6 Aussprache](#) (l, ng, glottal stop)
- [M02S6 Was siehst du?](#)
- [M02S7 Aussprache](#) (Umlaute & ch)
- [M02S7 Wir beschreiben uns - We describe ourselves](#)
- [M02S7 Was müssen/wollen/sollen wir tun? Und wann?](#)
- [M02S8 Aussprache](#) (R)

Modul 3:

- [M03S1 Trennbare Verben](#)
- [M03S1 Akkusativpräpositionen](#)
- [M03S2 Aussprache \(voiced & unvoiced consonants\)](#)
- [M03S2 Wo ist dein Fuß?](#)
- [M03S2 Trennbare Verben & Akkusativpräpositionen](#)
- [M03S3 Patient*innen und Psycholog*innen](#)
- [M03S3 Das Plastikessen](#)
- [M03S3 Döner bestellen](#)

- [M03S4 Als ich klein war...](#)
- [M03S4 Lola rennt Teil 2](#)
- [M03S5 Kultur Diskussion](#)
- [M03S5 Kaffee bestellen und Trinkgeld geben](#)
- [M03S6 Imperativ: Ideen für den Mitbewohner*die Mitbewohnerin](#)
- [M03S6 Imperativ: Das kleine Kind](#) (No longer in use, but good additional practice!)
- [M03S7 Einkaufen bei Billa](#)
- [M03S7&8 Restaurants und Supermärkte in den USA](#)

Modul 4:

- [M04S0 Lola und Manni und das Perfekt - the Conversational Past](#)
- [M04S1 Das möchte ich auch tun](#)
- [M04S2 Janosch 3-11: Vor dem Lesen](#)
- [M04S2 Janosch: Vokabeln](#)
- [M04S2 Als ich 5 war](#)
- [M04S2 Conversational Past Interview](#)
- [M04S3 Janosch Seite 3-11](#)
- [M04S3 Negation \(von P&P 04-03\)](#) (No longer in use, but good additional practice!)
- [M04S4 Das Wetter](#)
- [M04S4 Die Eismonster](#) [This link will only work for instructors!]
- [M04S4 Was hast du gestern \(nicht\) gemacht?](#)
- [M04S4 Lola rennt Teil 3](#)
- [M04S5 Kultur Diskussion](#)
- [M04S5 Fahrkarten & Flugtickets](#)
- [M04S5 Ein Tag in Hamburg](#)
- [M04S7 Janosch Seite 12-19](#)
- [M04S7 Ein Teenager kommt spät nach Hause](#)
- [M04S8 Cocktailparty!](#)
- [M04S9 Vokabelübersetzungsfeuerwerk](#)
- [M04S8 Laserkraft 3D: Nein Mann](#) We no longer use this overhead, but you could work through it on your own!

Modul 5:

- [M05S1 Aussprache \(Zungenbrecher!\)](#)
- [M05S1 Meine Familie](#)
- [M05S1 Meine Familie: Was weiß ich?](#)
- [M05S1 Meine Familie: Wozu habe ich Lust?](#)
- [M05S1 Meine Familie: weil & obwohl](#)
- [M05S2 Döner mit Allem](#)
- [M05S2 Eine Freundschaft pflegen](#)
- [M05S2 Information über das Rollenspiel](#)
- [M05S3 Kenne ich das oder weiß ich das?](#)
- [M05S3 Janosch Seite 20-27](#)
- [M05S4 Lola rennt Teil 4](#)
- [M05S5 Kultur Diskussion](#)
- [M05S5 Easy German: Flirting in Germany & Der Liebes-Guru](#)
- [M05S7 May Ayim: fragezeichen](#)
- [M05S7 Janosch Seite 28-35](#)
- [M05S8 "Was macht für dich eine gute Freundschaft aus?" Das antworten Jugendliche...](#) We no longer use this overhead, but you could work through it on your own!
- [M05S9 Vokabelübersetzungsfeuerwerk](#)

Modul 6:

- [M06S1 Vokabelübersetzungsfeuerwerk](#)
- [M06S1 Wann, wo und warum fühle ich mich wohl?](#)

- [M06S2 Plan and Handout for UMMA Visit](#)
- [M06S2 Plan and Handout for virtual tour of Museum Folkwang in Essen](#)
- [M06S3 Meine Zukunft: Ich werde / Ich werde wohl...](#)
- [M06S3 Janosch Seite 36-41](#)
- [M06S4 Final Cumulative Vocabulary Quiz practice](#)
- [M06S4 Case Review](#)
- [M06S5 Wie hältst du dich glücklich?](#)
- [M06S5 Kultur Diskussion](#)
- [M06S6 Was gehört für dich zu einem glücklichen Leben?](#)
- [M06S6 Janosch Seite 42-48](#)

Assessment Practice

- [Model for the first Vocab Assessment](#) (happening in Modul 1, Stunde 5)
 - The 2nd Modul 1 Vocab Assessment uses the same format, but a score of 8 out of 10 is needed to pass
- Modul 1 [Writing/Grammar Assessment practice](#) & [Model answers, with additional info and resources](#)
- Modul 1 [Oral Assessment Info](#)
- Modul 2 [Writing/Grammar Assessment practice](#) & [Model answers, with additional info and resources](#)
- Modul 2 [Oral Assessment Info](#)
- Modul 3 [Writing/Grammar Assessment practice](#)
- Modul 3 [Oral Assessment Info](#)
- Modul 4 [Writing/Grammar Assessment practice](#)
- Modul 5 [Writing/Grammar Assessment practice](#)
- Modul 5 [Oral Assessment Info](#)
- Modul 6 [Grammar Assessment practice](#)

Modul 1: Wer spricht Deutsch? Was spreche ich?

Modul 1, Stunde 1

[Für Lehrer*innen](#) [=For teachers, i.e. students can ignore these links!]

What to expect in class today:

- In the first 20 minutes of class, your instructor will introduce some basic German expressions, which we will practice with simple dialogues. **The goal is to have fun and start getting to know each other.** We don't expect you to know everything tomorrow that we did today!
- In the next 15 minutes, your instructor will go over the most important aspects of the syllabus (Kursinformation) and of the "Semesterplan" with you **in English**.
- In the last 15 minutes, your instructor will **preview tonight's homework**. There will hopefully be a few minutes for you to start working on it :)

1. :00: [Die erste Liste](#) For each Activity [Aktivität] on page 2 [Seite 2], repeat ["Wiederholen Sie!"] the relevant vocabulary on page 1 [Seite 1], then do the activity. Note the "If you finish quickly" instructions for Aktivität 4-8.

2. :20: [Kursinformation](#) Your instructor will quickly highlight a few especially important parts of the Kursinfo, but it is essential for you to read the entire document carefully on your own!

3. :35: Preview of [Practice & Preparation für Modul 1, Stunde 2](#)

- :35: [Section I](#). We mean it: for this assignment, we just want you to watch the video segments **once without stopping**. Skip the beginning and **start at 1:45**. No need to pause, rewind, or take notes: just let the information in as a **preview** of what we will learn in this module. We do NOT expect you to come to class tomorrow knowing and understanding this info!! You will watch the video one more time later in the module.
- :37: [Section II](#). Your instructor will hand out the [Modul 1 Vocab Overview](#), and then read through the instructions for this section, and answer any questions.
 - There should be time for you to start on **II-B**: With a partner, go through the items one by one, decide if each one looks easy, "medium" or hard (as described in the assignment), and share any similarities to English (or other languages) or other connections that make a word feel easy or "medium." Of course you need not agree: the same word may be hard for S1 and easy for S2!
- :50: [Section III](#) is self-explanatory. Note that the last item shows you how you can easily find a LOT of resources you need in the Semesterplan doc!

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 01-01) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), begin by listening to the audio linked at the top left. Then start the recording, and record yourself reading the German on p. 1. Try to imitate what you remember from the audio model, but don't worry about mistakes! Then move on to the activities on page 2 of the doc. For the first three, just say a few greetings. For the partner activities that follow, speak both parts. Imagine you are S1, and that your partner's name is Sam and that they come from the U.S. No need to submit anything for (2) or (3), but please (a) Give yourself a bit more than the recommended 30 minutes time when you read the Kursinformation for tonight's homework, and (b) Look at the instructions for the homework ([Practice & Preparation für Modul 1, Stunde 2](#)) carefully and email your instructor if you have questions.

[Letter to my Instructor](#) (10 Minuten OR LESS) NO LATE SUBMISSION PENALTY, but it's good for your instructor to have this info soon!

[Practice & Preparation für Modul 1, Stunde 2](#) (90 Minuten)

Modul 1, Stunde 2

1. :00: Partner*innen: Compare your annotated [Modul 1 Vocab Overviews](#) (your marked-up paper copy).
 - Time permitting, share some of what you wrote for sections II-B and II-C of [P&P 1-2](#).
 - If you weren't able to do the Assignment yet, join another pair and listen in!
 - **Alternate plan for the evening section:** Spend the time individually or in pairs, continuing to annotate your vocab overviews
2. :05: [Drei Dialoge](#)
 - [Für Lehrer*innen](#)
3. :20: [Wer macht das?](#)
4. :35: [Wer tanzt was?](#)
5. :42: Preview of [P&P 1-3](#)
 - Your instructor will very briefly look at the grammar tasks with you, and then use the remaining time to demo Parts A and B of the vocabulary tasks (Part C is hopefully clear without much preview).
 - There will hopefully be time for you to start on Part III-A with a partner. Note any examples that come up that are true for you personally (or that would be true with some simple modification)!

OPTIONAL: Your instructor may play the very old song, ["Und Sie? Was machen Sie?" by Detlev Wagner und Petra Zeigler. Hier ist der Text. auf Deutsch und Englisch](#). It provides great, simple models of the Present Tense endings, and introduces some useful basic vocabulary. Of course there's no obligation to sing along, but you may want to 😊

- If you like learning with music, check out the links even if your instructor does not play the video!
- Here is a [lyric video version of the song!](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 01-02) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), set a timer for 5 minutes, and allocate the time in whatever way feels productive between one, two, or all three of the following; stop when your timer goes off even if you aren't done: (a) Read in order all the items you marked as easy, then all the items you marked as medium, then those you marked as hard; (b) Read the connections you wrote down for some of the "medium" items for part II-C; (c) Read what you wrote for some of the "hard" items for II-D.

For (2), set a timer for 15 minutes; stop when it goes off even if you are not finished. For each dialogue, first skim the text to get an idea of what it says (no need to record anything or look anything up). Then do your best to read both parts of the dialogue. Then record your best guess of what each dialogue means in English, line by line. Use a translator if you get stuck. Then do the same for the next dialogue.

For (3), set a timer for 15 minutes. For the "sein" section, do your best to read the verb forms in (A), then translate the sentences in (B) and try to answer the question in (C). For D on the next page, use the verb forms to figure out who each of the 7 statements is about. For (E), answer the 2 bulleted questions, then do your best to translate the 7 statements from (D), as in the example. Finally, work through the tasks on pages 3 and 4 of the doc in the same way.

For (4), set a timer for 7 minutes. Form sentences for part A as indicated in the examples. Use the singular -t endings when one person is dancing; use the plural -en endings when more than one person is dancing. If time remains, try parts B, C, and D.

For (5), set a timer for 8 minutes. Read the instructions for [P&P 1-3](#) carefully (no need to record this). Use the remaining time to record yourself reading Beispielsätze mindfully as described in III-A, i.e. read the first German example sentence, read the English for it, then talk through how you think the German expresses the English idea, then move on to the next example sentence.

[Practice & Preparation für Modul 1, Stunde 3 \(75 Minuten\)](#)

Modul 1, Stunde 3

1. :00: [Aussprache \[=pronunciation\]](#)

2. :05: Guess the meanings of the words on the Aussprache overhead, then look up the ones you can't guess, and check your guesses (Words for which no translation is provided are all from the [Modul 1 Vokabelliste](#))

3a. :10: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 1-3](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

3b. :19: Partner*innen: Share your takeaways from the [advice for learning vocabulary](#).

4. :20: *Wer bin ich*: Dialogues & Activities based on responses to [the "Wer bin ich" section](#) of P&P 1-3.

- a. Instructor models pronunciation for the 10 questions: Wiederholen Sie!
- b. Instructor plays [Expressions for something being awesome](#).
 - Afterwards: Wiederholen Sie: *fantastisch, großartig, geil, klasse, stark, toll, Das ist genial* [=brilliant], *Das ist der Hammer, mega, astrein*
 - Additional expressions: *krass* ["intense!"], *wyld* [alternate spelling for "wild" among young German speakers]
- c. Students ask each other the 10 questions, and respond "Awesome!" to their partner's answers 😊
- d. Each pair works with another pair. Students take turns describing their partner's preferences. **For the he/she/it verb forms, the -e and -st endings become -t.** Respond to what you hear with your favorite expressions for "Awesome!"
 - **Beispiele:** X heißt X :) X kommt aus _____. X spricht _____. [Use your partner's name [X], NOT a pronoun!]
 - **Skip Wie geht's!**
 - **Omit Ja/Nein**
 - For no. 6, **omit meine**
- e. IF time remains: Ask each other a few questions that look interesting from [Kennenlernen und Verbformen!](#) [kennenlernen=getting to know each other]

5. :40: Preview of [P&P 1-4](#)

- Your instructor will briefly look at the first two tasks with you (learning the numbers and introducing yourself), and then use the remaining time to demo the vocabulary tasks.
- There will hopefully be time for you to start on the vocabulary tasks with a partner: scroll through the (full, annotated) [Modul 1 vocabulary list](#) and note some items you might later copy and paste into your P&P doc. Remember the instruction to "Focus on the items you identified as "medium" or "hard" for [P&P 1-2](#)."

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 01-03) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), for each section, listen to the audio, then do your best to pronounce the words listed.

For (2), guess the meanings of the words, and look up the ones you are unsure about.

For (3a), read the Beispielsätze you chose, and say what they mean in English. If you're unsure, look up the meaning.

For (3b), record your takeaways.

For (4), set a timer for 20 minutes, and stop when it goes off.

- Skip (4a).
- For (4b): watch the video, then read the expressions; do your best with pronunciation.
- For (4c), read your questions and your answers, and use one of the expressions for "Awesome!" after each answer.
- For (4d), report your answers using he/she/it verb forms as described in the activity, i.e. use your first name and talk about yourself in the third person (Read those instructions carefully!).

- If time remains, ask and answer a few questions as described for (4e).

For (5), set a timer for 10 minutes. Read the instructions for [P&P 1-4](#) carefully (no need to record this). Use any remaining time to look for and record one or more items for each color (yellow, white, blue, grey). Focus on the items you identified as "medium" or "hard" for [P&P 1-2](#).

Practice & Preparation für Modul 1, Stunde 4 (75 Minuten)

Modul 1, Stunde 4

0. Before class begins (if students are there already, and willing 😊):

- Count to 31 (or try 32 or 33!) as in the [Sendung mit der Maus video](#) (Lehrer*innen: No need to play the video; just click on the link to see the "title" image, showing the numerical value for each finger!)
- [Wie geht's?](#)

1. :00: [Aussprache \[=pronunciation\]](#)

2. :05: Partner*innen: Share the choices you made for the vocabulary task in [P&P 1-4](#) (yellow, white, blue & grey; take turns).

- If S1 shares a usage example (blue), S2 tries to say what it means, and S1 helps as needed.

3. :15: Kennenlernen [=getting to know each other]

- Instructor shows [Easy German Basic Phrases - Introducing Yourself](#), twice, as a reminder.
- Partner*innen: [Kennenlernen und Verbformen 2](#)

4. :30: [Zahlen/zählen!](#) (We will practice the numbers more in Stunde 5!)

5. :40: [Model for the first Vocab Assessment](#) (happening in Stunde 5).

- Your instructor will briefly go over the format of the model with you, and then give you time to work with a partner to figure out the answers for the sample items.
- If you have spent the recommended time on vocabulary practice for the P&P Assignments, you should be ready to pass this Assessment. For P&P 1-5, you will work with Quizlet to finish preparing for the Assessment.

Whenever you work with Quizlet, be sure to **turn on the German audio** (Settings/Options > turn ON "Text to speech" AND turn OFF the English audio in "Advanced text to speech").

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 01-04) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), listen to the audio, then do your best to pronounce the words listed.

For (2), read what you wrote for [part III-B of P&P 1-4](#). For the usage examples, say what these mean in English. Try to do the translations from memory, but look them up if you need to.

For (3), watch the "Basic Phrases" video as a reminder (no need to record this), then give your own answers for parts A, B, and C (no need to invent your partner's responses). For D, report your own answers using the pronoun you chose (remember the -t endings for regular verbs in the 3rd person), and then report imaginary answers from another student. Use any pronoun (er/sie/they) for the imaginary student.

For 4, answer the "Was bedeutet...?" question below the title, and 3 of the bulleted questions. Finally, record yourself counting to 31. Try to do it as in the video, but if the video confuses you, just count and ignore the finger movements.

For 5, read the info on the model carefully, then choose the correct answers for the sample items.

[Practice & Preparation für Modul 1, Stunde 5 \(80 Minuten\)](#)

Modul 1, Stunde 5

1. :00: Quizlet Live (Modul 1)

- [Link für Lehrer*innen](#)
- [Link für Studis](#)

2. :10: Modul 1 Vocab Assessment 1 (see the [Model for the first Vocab Assessment](#))

- See the Kursinfo for details on the option to re-take any Assessment you fail up to 2 more times (within two weeks) to pass it!

3. :15: [Aussprache: Zahlen](#).

4. :22: [Lesen Sie die Zahlen](#) ODER [Was kostet mein Hobby?](#) (Was bedeutet *Was kostet das?*)

5. :27: [Übertreiben Sie!](#)

6. :35: Was machst du gern? Was sind deine Hobbys?

- Instructor shows [Introduce yourself in German \(for absolute beginners\)](#), only from **2:11-3:26**, twice.
- Studis:
 - :35: Partner*innen: Help each other figure out how to state your hobbies. [Adapt these models from the video](#), or [use this reference list](#).
 - :38: Alle: Stehen Sie auf! Tell a variety of people about your hobbies and what you like to do. Use [Google Translate](#) or [DeepL](#) if/as needed!
- Optional variations to try:
 - Use some of the (positive!!) **Reactions** from [Die zweite Liste](#) [*Boah, Krass, Wyld, Geil, Das ist der Hammer...*]
 - Report back to your partner what they said, but sometimes include some obvious errors. They respond with *genau* or *falsch* or *das stimmt (nicht)*
 - Report to your next partner what your previous partner likes to do. Remember -t endings for regular verbs! [Ask your previous partner's name so you can use it to report what they like to do]

7. :45: Preview of [P&P 1-6](#): der/das/die ==> ein/eine & er/sie/es

- Where English only has "the" for all nouns, in singular and plural, German has der, das & die in the singular - and die for ALL nouns in the plural: DER Tisch, DAS Buch, DIE Tür ==> DIE Tische, DIE Bücher, DIE Türen
- Where English uses "a" with nouns (This is a table, a book, a door), German uses ein & eine: der & das ==> ein; diE ==> einE: DER Tisch, DAS Buch, DIE Tür ==> EIN Tisch, EIN Buch, EINE Tür
- ...and just as there is no plural for "a" (This is a table, but These are tables, NOT ~~This is a tables~~), German has no plural for *ein/eine*: Das sind Tische/Bücher/Türen
- Üben wir das (Was bedeutet *üben*?): *ein* oder *eine*?
 - die Frage (the question) ==> _____ Frage (a question)
 - die Antwort (the answer) ==> _____ Antwort (a answer)
 - das Handy (the cell phone) ==> _____ Handy (a cell phone)
 - der Abend (the evening) ==> _____ Abend (an evening) (btw unlike a/an, *ein/eine* doesn't care if the noun starts with a vowel!)
 - das Klo (the toilet) ==> _____ Klo (a toilet)
- Whereas English uses he/she only for people and animals, German uses *er/es/sie* for ALL nouns, animate and inanimate. It even uses the neuter pronoun *es* for *das Mädchen* (the girl). The pattern here is a simple rhyme: *der==>er, das==>es, die==>sie*.
- Üben wir das (Was bedeutet *üben*?): *er, es* oder *sie*?
 - die Frage ==> Sie ist intelligent: It (the question) is intelligent: It is an intelligent question
 - die Zahl ==> _____ ist falsch: It (the answer) is wrong
 - das Handy ==> _____ ist alt: It (the cell phone) is old
 - der Abend ==> _____ ist schön [=beautiful]: _____
 - das Klo ==> _____ ist kaputt [=broken]: _____

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 01-05) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), record yourself working with [Quizlet](#) (German-English) for 10 minutes. For each card, read the front of the card, then say the translation OR "Ich weiß nicht." Then check the back of the card, and say "richtig" if you got the translation right. If you got it wrong, say "falsch" and read the correct translation; if you said "Ich weiß nicht," read the correct translation.

For (2), email your instructor to arrange a time to make up this Assessment!!

For (3), do your best to pronounce the numbers listed by making the bolded sounds as described.

For (4), set a timer for 5 minutes, and choose the overhead that looks most useful to you. If you choose "Lesen Sie die Zahlen," read the numbers until the time is up; if you choose "Was kostet mein Hobby," glance at the prices you will read (note the overhead has 2 pages!), then read just the 15 prices (including both Smash Brothers prices). Read the first 9 prices WITH the word Euro ["oyro"], and the last six without it (see the examples at the top of the overhead). For either overhead, refer to the ["Reference" list on the number practice site](#) for any numbers you are unsure how to say.

For (5), record 3 versions of the complete dialog given in the example.

For (6), follow the instructions in the first two bullets (pause the recording while you watch the video, then record your description of your own hobbies). Then record how two or three partners you might have worked with would have described their hobbies (i.e. make up some hobbies based on the models in the video, and describe them as if they were your hobbies).

For (7), pause the recording while you read the text carefully, and record your answers to the questions as they come up.

[Practice & Preparation für Modul 1, Stunde 6 \(85 Minuten\)](#)

Modul 1, Stunde 6

1. :00: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 1-6](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

2. :05: [Bist du X?](#)

3. :13: [Außerirdische \[=extraterrestrials\] im Klassenzimmer](#)

4. :25: [Writing/Grammar Assessment practice](#)

- Your instructor will prompt you to write (or dictate, using Google Voice Typing!) your draft for the Writing Assessment in your class Google doc.
- [Model answers, with additional info and resources](#) [Please refer to these only AFTER trying to come up with answers on your own!]
- You will write out your responses for the [Writing/Grammar Assessment practice](#) one more time for [P&P 1-8](#). You can use the model answers to check your work, but **if you would like feedback from your instructor on your draft for the writing assessment, start early and email your instructor to ask if they have time to give you feedback before the assessment.**

5. :48: Quick preview of [P&P 1-7](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 01-06) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!***

For (1), read the Beispielsätze you chose, and what they mean in English. If you're unsure, look up the meaning.

For (2) and (3), follow the instructions on the overheads. Be sure to record responses for all activities on each overhead!

For (4), record your answers to the prompts on the practice sheet, including your draft for the writing assessment.

Depending on how confident you feel about this task, you can either spontaneously record your responses, OR you can complete the P&P Assignment for Stunde 8 first (this asks you to complete the practice worksheet), and then record your responses.

Skip (5), but read the (simple) instructions for [P&P 1-7](#) carefully when you get to it!

[Practice & Preparation für Modul 1, Stunde 7 \(90 Minuten\)](#)

Modul 1, Stunde 7

1. :00: Kultur-Party! Discuss the [Kultur texts/videos for today](#), using the ["Facing Rows" format](#). We will use this format regularly in this course.

- [Info für Lehrer*innen](#)
- Use this [Kultur-Party model](#) to meet each new partner auf Deutsch before continuing the discussion auf Englisch.
 - Vary your greetings, and how you say your name, as you switch partners!
- Discuss text/video 1 with your first partner, text/video 2 with your second partner, usw., and your overall comments with your 7th and 8th partner
- At the end, your instructor will ask for volunteers to report on something interesting they heard, and any questions that came up.

2. :30: Kultur & Zahlen: Your instructor will guide you through guessing the meaning of the titles of some of these infographics, prompt you to read some of the percentages, usw.

- [Wie viel Prozent der Bevölkerung \[=population\] in Europa versteht Deutsch?](#)
- [Die meistgesprochenen Fremdsprachen in Europa](#)
- [80 Prozent der deutschen Bevölkerung sprechen zu Hause \[=at home\] ausschließlich \[=only, exclusively\] Deutsch](#) (Just look at the circular graphic, and "Türkisch auf Platz 2..." right below it)
- [Anzahl der Deutschlernenden in Ländern weltweit \(TOP 15\) im Jahr 2020](#) (Guess some country names!)
- [Just the \(English\) pie chart on this page](#) (...which should include die Vereinigten Staaten von Amerika, where there are more native speakers of German than in Italien) Welches [=which] Land ist Nummer 4?
- [Für Lehrer*innen](#)

3. :35: Briefly answer the following questions related to the Kultur texts/videos. Skip the question about your ancestors if you would prefer not to discuss it!

- You will need the [Woher komme ich](#) reference list to discuss the following topics! Use expressions from [Die zweite Liste](#) to react positively to what your partner says!
- *Was sprichst du / Welche Sprachen [=languages] sprichst du? (==> Ich spreche...)*
- *Woher kommen deine Vorfahren [=your ancestors]? (==> Meine Vorfahren kommen aus ... und ... und ...)*
- *Lernst du gern Sprachen? (Ja/Nein, ich lerne (nicht) gern Sprachen)*

4. :38: [Du oder Sie?](#)

5. :48: AMD preview:

- [P&P 1-8](#) includes your first AMD ([Abenteuer mit Deutsch: Adventures with German!](#)) assignment.
- Your instructor will click on the link and briefly look at the description of the Assignment with you, and at a couple of the ideas/suggestions listed.
- For this assignment, you will do a "Mini-AMD," i.e. you should spend a total of 30 minutes on the activity and on writing your notes about it.

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 01-07) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), record TWO versions of the German dialog from the [Kultur-Party model](#). Speak both parts (make up your partner's name and responses).

Also for (1), record one or two thoughts (in English) from your notes about each of the Kultur texts and videos.

REMINDER: Your instructor will only be able to spot-check the PT work for completion ==> if you have questions about the Kultur texts/videos that you would like them to answer, send those in an email!

For (2), set a timer for 5 minutes. Try to guess the meanings of the titles of the linked infographics/docs. Then click on each one briefly and say some of the percentages you see, guess some country names, usw. - whatever feels productive to you.

For (3), answer the 3 questions (add to your answers in English if you like!).

For (4), answer the questions on the overhead (for "Which numbers would you say du to?", just one or two responses is/are enough; use the models given in the bullets as a guide!).

For (5), read the info in the bullets, then click on the link and look at the description of the assignment, and skim the ideas provided. No need to record anything.

[Practice & Preparation für Modul 1, Stunde 8](#) (80 Minuten)

Modul 1, Stunde 8

0. [before class begins] Was bedeutet *Kein Problem*? Was bedeutet *Ich habe keine Zeit*?

1. :00: Writing/Grammar Assessment

- Wenn Sie schnell fertig sind, arbeiten Sie mit [Quizlet](#)!

2. :15: [Aussprache: Das Alphabet](#) [[Info für Lehrer*innen](#)]

3. :25: [Das Alphabet](#) [[Info für Lehrer*innen](#)]

4. :35: Compare notes from your vocab practice for [P&P 1-8](#). Try to translate the sentences your partner wrote down, and/or work with other materials they included. Help each other as needed: helfen Sie einander!

5. :40: Discuss AMDs:

- Use the ["Facing Rows" format](#) to discuss (auf Englisch) what you did / what you wrote for your AMD.
- **Be sure to share the sentence you wrote in German - auf Deutsch!**
- At the end, your instructor will ask for volunteers to report on something interesting they heard.

6. **HIGHLY RECOMMENDED:** Before you leave, exchange contact info with a partner in order to practice with them for the [Modul 1 Oral Assessment](#), in person or z.B. via Zoom.

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 01-08) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (0), say what you think these two phrases mean in English.

For (1), contact your instructor to set up a time to make up this Assessment. Include several times when you will be available.

For (2), do your best to pronounce the alphabet in the regular order, and then in the order listed in the table (i.e. a, h, k, b, c, d, e,...). Then pronounce the special characters (ä ö ü ß). Finally, pronounce (only) the line of acronyms beginning with VW.

For (3), spell (in German) the 12 words in section A, and then spell your full first and last name.

For (4), set a timer for 5 minutes. Read and translate the sentences you wrote down, and/or work with other materials you included.

*For (5), look at the [AMD-Ideen](#) and say what you might want to do for the **upcoming** AMDs.*

Skip (6).

[Practice & Preparation für Modul 1, Stunde 9](#) (90-100 Minuten)

Modul 1, Stunde 9

Bevor wir beginnen: Lehrer*in "testet" Vokabeln mit [Quizlet](#) in Shuffle mode

1. :00: Quizlet Live (Modul 1)

- [Link für Lehrer*innen](#)
- [Link für Studis](#)

2. :10: Modul 1 Vocab Assessment 2 (see the [Model for the first Vocab Assessment](#); this Assessment uses the same format, but the cutoff to pass is 8 out of 10 points)

- See the Kursinfo for details on the option to re-take any Assessment you fail up to 2 more times (within two weeks) to pass it!

3. :15: Discuss the [General Travel & Study Abroad videos](#) you watched for today, **auf Englisch**. Use the ["Facing Rows" format](#).

- For each new partner, ask: *Wie heißt du?* and then *Wie schreibt man das?* [just the first name - Vorname!]
- **Preview of Modul 2:** Begin your discussion of the study abroad videos by asking each other *Möchtest du [=would you like to] in Freiburg studieren?* Possible answers: *Ja! / Nein! / Ja, aber ich habe keine Zeit / Ich weiß nicht!*
- Optional: Use reactions from [Die zweite Liste](#) to respond to what your partner says 😊

4. :25 [Anmeldeformular Hotel](#) [=hotel registration form] + review prices (show some room price rates)

- We will work with the pdf ==> just follow the link! [bitte klicken Sie NICHT auf "Open with Google docs"]
- Work in groups of 3 to figure out what the form is asking for, and what fields you might choose to leave blank
 - No need to understand the whole form. Your instructor will ask the class what questions you have after you have all had a chance to look at the form.
- Spell your email addresses (German speakers also say "at" for the @ symbol) - make up an address or use your actual address
- Read the price ranges for the three categories of rooms. What could EZ and DZ mean?

5. :32: Practice for the [Modul 1 Oral Assessment](#). Use the ["Facing Rows" format](#).

6. :42: Preview [P&P 2-1](#)

- :42: The video lecture clips in this P&P cover a variety of topics. The one we will focus on the most in class are the **stem-changing verbs**.
 - Your instructor will briefly show you the patterns in the [Stem-Changing Verbs](#) outline, and then ask some questions about applying these patterns (e.g. what would the *ich-*, *du-*, *er/sie/es-* and *wir-* forms of the verb *sprechen* be? How about *lesen*? And *fahren*? Compare this to the forms of a verb that does NOT have stem-changes, such as *gehen*.)
- :45: Your instructor will hand out copies of the [Modul 2 Vocab Overview](#), and give you a few minutes to work with a partner to annotate it, as we did with the Modul 1 Vocab Overview: circle all "easy" items; put an asterisk next to all "hard" items, and leave "medium" items unmarked. You will also write out some of your "connections" for the "medium" items, and some ideas or examples for learning the "hard" items, as you did for [P&P 1-2](#).
- :48: Finally, your instructor will go over the logistics of the "Texte" task.
 - To benefit from this task, please do NOT use a translator - which would not save you time in any case!
 - We will work with these texts in class (Stunde 2-1), then again for P&P 2-2 and in Stunde 2-2, and then we will briefly review them one more time for P&P 2-8 and in Stunde 2-8 ==> no worries - *keine Sorge* - if you only understand them very incompletely for this first assignment!! (*This also means that you will see some overlap in what we ask you to do with these texts in P&P 2-1 and P&P 2-2!*)

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 01-09) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional.

Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!

For (1), record yourself working on Modul 1 with Quizlet for 10 minutes (read each word as it comes up, say your guess or Ich weiß nicht, turn the card over and say richtig if you guessed correctly, or say falsch and the correct translation if you guessed incorrectly (same instructions minus saying falsch if you said Ich weiß nicht.)).

For (2), contact your instructor to set up a time to make up this Assessment. Include several times when you will be available.

For (3), simulate the "Wie heißt du? Wie schreibt man das?" dialog with an imaginary partner, then share in English a few things you found interesting in the videos you watched.

For (4), record yourself following the instructions above.

For (5), set a timer for 10 minutes; pause the recording and read the instructions in the doc carefully; then use the remaining time to record what you would say, including imagined responses from your instructor for the three questions you will ask them.

For (6), set a timer for 8 minutes; pause the recording and read the text carefully, while looking at the corresponding sections of [P&P 2-1](#). If time remains, re-start the recording, answer the sample questions about stem-changing verbs, and record yourself beginning the vocabulary task, and/or the "Texte" task.

Practice & Preparation für Modul 2, Stunde 1 (90 Minuten)

Modul 2: Popkultur

Modul 2, Stunde 1

1. :00: Partner*innen: Compare your annotated [Modul 2 Vocab Overviews](#) (your marked-up paper copy).
 - Take turns sharing some of what you wrote for sections II-B and II-C of [P&P 2-1](#)
 - If you weren't able to do the Assignment yet, join another pair and listen in!
2. :10: Gruppen von 3 oder 4: [P&P 2-1: Texte](#): Vokabeln & Verben:
 - :10: Take turns sharing the Modul 1 & 2 vocab words you found. Let the group try to guess the meaning of the words you share, and help as needed!
 - :18: Now compare the verbs you highlighted in green. Note and discuss any differences in what you highlighted; ask your instructor if you are in doubt about any of them. As you get to each verb, try to recall what it means!
3. :20: Gruppen von 3 oder 4: P&P 2-1: Texte: Was verstehen wir?
 - :20: Go through the three texts in sequence. For each sentence one of you **highlighted in yellow**, confirm what it means, then look for the next sentence marked in yellow. Note any sentences you did NOT highlight that you now understand!
 - :27: Now go through **the stem-changing verbs that we put in bold and italic font** for you. For each verb, say what the infinitive would be, and what its ich- and er/sie/es form would be.
 - Beispiele: **es gibt/gibt es** ==> infinitive: **geben**; **ich gebe**; **X gibt**
 - **sieht** ==> infinitive: **sehen**; **ich sehe**; **X sieht**
 - Refer to the [Stem-Changing Verbs](#) outline as needed
 - Remember **we also put the coordinating conjunctions und, denn, sondern, aber, oder in bold and italic font**. These are not verbs!
4. :30: [Außerirdischenidentifikationskriterien](#)
 - [Für Lehrer*innen](#)

Wenn wir Zeit haben: [Meinst du, es gibt...?](#)

5. :49: Preview of [P&P 2-2](#): This will be quite similar to P&P 2-1: You will work with the same 3 texts, again bolding all vocabulary you recognize from Modul 1 & 2, highlighting everything you understand, and highlighting all the verbs in green. You will then do some more highlighting related to the grammar topic in P&P 2-2: the Nominative and Accusative cases.
 - You will also do some vocabulary work, similar to what you did for P&P 1-3
 - ...and you will review numbers and learn how to talk about dates and days of the week

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 02-01) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), set a timer for 10 minutes, and allocate the time in whatever way feels productive between one, two, or all three of the following; stop when your timer goes off even if you aren't done:

- (a) Read in order all the items you marked as easy, then all the items you marked as medium, then those you marked as hard;
- (b) Read the connections you wrote down for some of the "medium" items for part II-B;
- (c) Read what you wrote for some of the "hard" items for II-C.

For (2), set a timer for 10 minutes. For 8 minutes (less if you finish sooner), read the Modul 1 & 2 vocab words you found in the 3 texts (the words you marked in bold), and say what they mean; then for 2 minutes (less if you finish sooner), read the verbs you marked in green and say what they mean.

For (3), follow the instructions and stick to the indicated times.

For (4), set a timer for 20 minutes and do as much as you can of the four tasks.

- For (A), read each statement and decide whether or not is relevant for identifying an alien.

- For (B), go to Canvas to find your section's Google doc, and write a short paragraph in your line of the doc as described in the overhead.
- For (C), read each question and give your response. Note the verb forms!
- For (D) go back to your section's Google doc, and write a short paragraph as described in the overhead.

No need to record anything for (5), but please read the information carefully before starting P&P 2-2!

Practice & Preparation für Modul 2, Stunde 2 (100 Minuten)

Modul 2, Stunde 2

1. :00: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 2-2](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

2. :10: Gruppen von 3 oder 4: [P&P 2-2: Texte](#): Vokabeln; Was verstehen wir?

- :10: Go through the Modul 1 & 2 vocab words you found. Let the group try to guess the meaning of the words you share, and help as needed!
 - Focus especially on words you found for P&P 2-2 that you did not recognize yet when you did P&P 2-1.
- :14: Compare the verbs you highlighted in green. Note and discuss any differences in what you highlighted; ask your instructor if you are in doubt about any of them. As you get to each verb, try to recall what it means!
- :16: Go through the sentences you highlighted in yellow: take turns reading a sentence you marked and let the group say what it means; help your group as needed.
 - Ask your instructor about any sentences no one in your group highlighted, i.e. whose meaning your entire group is unsure about.

3. :20: Gruppen von 3 oder 4: [P&P 2-2: Texte](#): Nominativ/Akkusativ; Verb in Position 2

- :20: Go through the nouns you marked in blue or light gray, to help each other understand the reasons why the # nouns were marked as being in the Nominative, and why the * nouns were marked as being in the Accusative. Ask your instructor about any sentences your entire group is unsure about.
- :27: Skim the text for sentences in which the Nominative noun (marked #) **follows** "its" verb. Translate these sentences literally (word for word) into English, to get a feel for how the "verb 2nd" rule sometimes generates word order that is different from English
 - Beispiel: **aber** in den Nachtclubs trinken sie# Alkohol*: "but in the night clubs **drink they** alcohol"
 - Beispiel 2: **denn** da **gibt es**# Antworten*: "because there gives it (i.e. there are) answers"
 - These are the first two instances of the Nominative noun following "its" verb in the first text. The next one is "von 1914 bis 1918 war er# im ersten Weltkrieg [=world war]." Start with this, and continue from there!

4. :30: [Das Datum und Geburtstage](#)

5. :40: [Was hast du am Montag?](#)

6. :49: 5. :49: Preview of [P&P 2-3](#): This will be similar to P&P 2-1 & P&P 2-2, but you will work with a new text, introducing the movie *Lola rennt*, which we will watch in this course. You will again bold all vocabulary you recognize from Modul 1 & 2, and highlight everything you understand. The grammar topic of P&P 2-3 is modal verbs. These 6 ½ verbs are usually accompanied by an infinitive. You will highlight all the modal verbs and "their" infinitives in green.

- You will also do some vocabulary work, similar to what you did for P&P 1-4
- ...and you will learn how to talk about clock times

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 02-02) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), read the Beispielsätze you chose, and say what they mean in English. If you're unsure, look up the meaning.

For (2), set a timer for 10 minutes. For 4 minutes (less if you finish sooner), read the Modul 1 & 2 vocab words you found in the 3 texts (the words you marked in bold), and say what they mean; for 2 minutes, read the verbs you highlighted in green and say what they mean; and then until the timer goes off, read the sentences you highlighted in yellow and say what they mean.

For (3), set a timer for 10 minutes. For 7 minutes, find nouns you marked in blue or grey. Explain why the # nouns are Nominative and why the * nouns are Accusative, OR explain why you're unsure. For the remaining 3 minutes, follow the instructions given at :27. Translate the following sentences/clauses word-for-word:

- von 1914 bis 1918 war er# im ersten Weltkrieg [=world war]
- In Episode 4 lernen wir#

- *In den USA geht sie# auf Partys*
- *In der ersten Episode kommt sie# aus den USA zurück.*
- *und so wird Moritz# ein Drogendealer#*
- *also macht er# viel falsch*
- *In dieser Serie hat Jonas# viele Fragen**
- *[There are other examples of the Nominative noun following "its" verb, but these are the most instructive ones]*

For (4), record answers to all the prompts in (A); record your own birthday and two imaginary birthdays for (B); and record one imaginary dialog (using your own birthday again) for (C).

For (5), record one imaginary dialogue each for Montag, Dienstag, Mittwoch, Donnerstag & Freitag. In each case, state your own subjects first, then make up your partner's subjects. Finally, make a couple of statements following the models in the "wir beide" and the "Pat auch" bullet points.

No need to record anything for (6), but please read the information carefully before starting P&P 2-3!

Practice & Preparation für Modul 2, Stunde 3 (95 Minuten)

Modul 2, Stunde 3

Vor :00:

- Wie spät ist es / Wie viel Uhr haben wir? / Wie viel Uhr ist es?
- Heute ist [Montag/Dienstag...], der ____ [Datum] / Heute haben wir [Montag/Dienstag...], den ____ [Datum]
- Reference lists: [Telling time](#) - [Numbers/Dates](#)

1. :00: Partner*innen: Share the choices you made for the vocabulary task in [P&P 2-3](#) (yellow, white, blue & grey; take turns).

- If S1 shares a usage example (blue), S2 tries to say what it means, and S1 helps as needed.

2. :10: Gruppen von 3 oder 4: [P&P 2-3: Lola rennt Text](#): Vokabeln; Was verstehen wir?

- :10: Go through the Modul 1 & 2 vocab words you found. Let the group try to guess the meaning of the words you share, and help as needed!
- :13: Go through the text in order. For each sentence one of you **highlighted in yellow**, confirm/discuss what it means.
 - When you are done, go through the parts of the text that no one in your group highlighted, to see if they make sense now. Ask your instructor for help with any parts of the text that are still unclear!

3. :20: Gruppen von 3 oder 4: [P&P 2-3: Lola rennt Text](#) UND [P&P 2-2 Texte](#): Modalverben

- Compare your green highlights (modal verbs and accompanying infinitives):
 - Discuss any differences in what you highlighted
 - Note the position of the verbs (modal verbs in position 2, infinitives at the end)
 - Note the verb forms.
 - Discuss the meanings of each sentence/clause with a modal verb
- Time permitting, look for more modal verbs (and accompanying infinitives) in the 3 [P&P 2-2 Texte](#), and "process" them in the same way.

4. :30: [Modalverbinterview](#)

5. :40: [Was machst du gern?](#)

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 02-03) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), read what you wrote for [part I-B of P&P 2-3](#). For the usage examples, say what these mean in English. Try to do the translations from memory, but look them up if you need to.

For (2), set a timer for 10 minutes. For 3 minutes (less if you finish sooner), read the Modul 1 & 2 vocab words you found in the Lola rennt text (the words you marked in bold), and say what they mean; and then until the timer goes off, read the sentences you highlighted in yellow and say what they mean. If time remains, go back to the passages you did not highlight and record yourself trying to understand them. At this point, you could use an online dictionary or translator as needed, to simulate asking your instructor for help in class.

For (3), set a timer for 10 minutes. Follow the instructions as best you can (ignore: "Discuss any differences in what you highlighted")

For (4), follow the instructions on the overhead, sticking to the indicated times. For the "Fragen Sie VIELE Studis" tasks, just ask yourself the questions, and give either your own answers, or imagined answers from classmates.

For (5), set a timer for 10 minutes. Respond to the prompts on the overhead. Spend about 4 minutes on (A), 3 minutes on (B), and 3 minutes on (C). If you finish a section faster, use the extra time for the other sections!

[Practice & Preparation für Modul 2, Stunde 4 \(100 Minuten\)](#)

Modul 2, Stunde 4

Vor :00:

- Wie spät ist es / Wie viel Uhr haben wir? / Wie viel Uhr ist es?
- Heute ist [Montag/Dienstag...], der ____ [Datum] / Heute haben wir [Montag/Dienstag...], den ____ [Datum]
 - Reference lists: [Telling time](#) - [Numbers/Dates](#)

1. :00: Quizlet Live (Modul 2)

- [Link für Lehrer*innen](#)
- [Link für Studis](#)

ODER: [Modul 2 Vokabelliste](#) & [Beispielsätze](#): Quiz each other, share mnemonics & examples you found helpful/interesting, and simple sentences you made up to practice the vocabulary.

2. :10: Modul 2 Vocab Assessment 1 (see the Canvas Assignment for this for details!)

3. :15: [Hartmutchens Stundenplan](#) [[Info für Lehrer*innen](#)]

4. :30: [Lola rennt Teil 1](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 02-04) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), record yourself working with [Quizlet](#) (German-English) for 10 minutes. For each card, read the front of the card, then say the translation OR "Ich weiß nicht." Then check the back of the card, and say "richtig" if you got the translation right. If you got it wrong, say "falsch" and read the correct translation; if you said "Ich weiß nicht," read the correct translation.

For (2), email your instructor to arrange a time to make up this Assessment!!

For (3), begin by going around the clock in 5-minute intervals, naming the times from 1:00-2:00, as in [P&P2-3](#)! Then follow the instructions in Section A of the overhead to make SIX statements about the sample schedule shown. Then follow the instructions in Section B to make FIVE statements about your own (real and/or imaginary) class schedule.

For (4), Skip part (A) of the overhead. For part (B) of the overhead, record your answers to the questions.

- Before attempting (4a)-(4d), look carefully at the chart and notice the rhymes between the forms of der/das/die and the 3rd person pronouns!

[Practice & Preparation für Modul 2, Stunde 5](#) (106 Minuten)

Modul 2, Stunde 5

Vor :00:

- Heute oder in Stunde 6, 7 oder 8: Easy German: [A Day in the Life of a German](#): 0:15-1:08, audio only - nur Audio. Was verstehen wir?
- Wie spät ist es / Wie viel Uhr haben wir? / Wie viel Uhr ist es?
- Heute ist [Montag/Dienstag...], der ____ [Datum] / Heute haben wir [Montag/Dienstag...], den ____ [Datum]
 - Reference lists: [Telling time](#) - [Numbers/Dates](#)

1. :00: Kultur-Party! Discuss the [Kultur texts/videos for today](#), using the "[Facing Rows](#)" format.

- [Info für Lehrer*innen](#) (zur Erinnerung, von Modul 1, Stunde 5)
- Use this [Kultur-Party model](#).
 - Vary your responses to *Wie geht's*, and how you ask what time it is, as you switch partners!
- Discuss text/video 1 with your first partner, text/video 2 with your second partner, usw., and your overall comments with your 8th and 9th partner
- At the end, your instructor will ask for volunteers to report on something interesting they heard, and any questions that came up.
- [Für Lehrer*innen](#)

2. :30: [Deutschsprachige Rapper*innen und Hip-Hop Musiker*innen](#)

3. :40: [Musik und Serien](#)

4. :45: [AMD-Ideen](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 02-05) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), record TWO versions of the German dialog from the [Kultur-Party model](#). Speak both parts (make up your partner's responses). Also for (1), record one or two thoughts (in English) from your notes about each of the Kultur texts and videos. REMINDER: Your instructor will only be able to spot-check the PT work for completion ==> if you have questions about the Kultur texts/videos that you would like them to answer, send those in an email!

For (2), set a timer for 15 minutes and follow the instructions on the overhead, i.e. pick 5 artists whose songs you listened to for P&P 2-5, and FOR EACH ONE, browse the wikipedia link for 1-2 minutes (pause the recording), then record (in English) what you were able to understand or guess from the article, then record (in English) what you thought of the songs you listened to by that artist.

For (3), record the dialog for A and the dialog for B (once each). Instead of making up your partner's answers, think of a second song/singer/band **you** like for A, and a second series **you** like for B, so that both parts of both dialogs will be based on your own preferences and reasons for them

For (4), set a timer for 5 minutes, look over the suggestions and say (in English or Denglisch) what looks interesting to you.

[Practice & Preparation für Modul 2, Stunde 6 \(95 Minuten\)](#)

Modul 2, Stunde 6

Vor :00:

- Wie spät ist es / Wie viel Uhr haben wir? / Wie viel Uhr ist es?
- Heute ist [Montag/Dienstag...], der ____ [Datum] / Heute haben wir [Montag/Dienstag...], den ____ [Datum]
- Reference lists: [Telling time](#) - [Numbers/Dates](#)

1. :00: [Aussprache](#) (l, ng, glottal stop)

2. :10: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 2-6](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

3. :20: [Writing/Grammar Assessment practice](#)

- Your instructor will prompt you to write (or dictate, using Google Voice Typing!) your draft for the Writing Assessment in your class Google doc.
- [Model answers, with additional info and resources](#) [Please refer to these only AFTER trying to come up with answers on your own!]
- [Für Lehrer*innen](#)

Wenn wir Zeit haben: [Was siehst du?](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 02-06) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), do your best to pronounce the words and phrases on the overhead, based on the information in the pronunciation video you watched for the P&P Assignment, and based on the Audio samples on the overhead.

For (2), read the Beispielsätze you chose, and what they mean in English. If you're unsure, look up the meaning.

For (3), record your answers to the prompts on the practice sheet, including your draft for the writing assessment.

Depending on how confident you feel about this task, you can either spontaneously record your responses, OR you can complete [P&P 2-7](#) first (this asks you to complete the practice worksheet), and then record your responses.

You can skip (4), but it is good practice ==> if you want to try it, go through the model dialog for a total of FIVE objects.

[Practice & Preparation für Modul 2, Stunde 7](#) (90 Minuten)

Modul 2, Stunde 7

Vor :00:

- Wie spät ist es / Wie viel Uhr haben wir? / Wie viel Uhr ist es?
- Heute ist [Montag/Dienstag...], der ____ [Datum] / Heute haben wir [Montag/Dienstag...], den ____ [Datum]
- Reference lists: [Telling time](#) - [Numbers/Dates](#)

1. :00: [Aussprache](#) (Umlaute & ch)

2. :10: Compare notes from your vocab practice for [P&P 2-7](#). Try to translate the sentences your partner wrote down, and/or work with other materials they included. Help each other as needed: helfen Sie einander!

- If you run out of examples, take turns picking simple examples from [the full Modul 2 vocab list](#) for your partner to try to translate/understand!

3. :20: [Wir beschreiben uns - We describe ourselves](#)

4. :35: [Was müssen/wollen/sollen wir tun? Und wann?](#)

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 02-07) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), do your best to pronounce the words and phrases on the overhead, based on the Lecture Capture recording (if there is one for your section), on the information on the two ch sounds in the pronunciation video you watched for [P&P 2-6](#), and on the Audio samples on the overhead.

For (2), set a timer for 10 minutes. Read and translate the sentences you wrote down, and/or work with other materials you included.

For (3), describe yourself for A, C, E & H, describe an imaginary partner for B, D, F & I, and describe what a few imaginary students are wearing for G.

For (4) begin by recording the verb forms that should go in the blanks in the table. Refer to the Modal Verb Overview linked at the top of the page if/as needed. Then follow the instructions in Section A to record SIX statements. Then follow the instructions in Section B to record FIVE statements, and the instructions in Section C to record THREE mini-dialogs: Magst du X? ==> Ja/Nein, ich mag X (nicht).

[Practice & Preparation für Modul 2, Stunde 8 \(95 Minuten\)](#)

Modul 2, Stunde 8

Vor :00:

- Wie spät ist es / Wie viel Uhr haben wir? / Wie viel Uhr ist es?
- Heute ist [Montag/Dienstag...], der ____ [Datum] / Heute haben wir [Montag/Dienstag...], den ____ [Datum]
- Reference lists: [Telling time](#) - [Numbers/Dates](#)

1. :00: Writing/Grammar Assessment

- Wenn Sie schnell fertig sind, arbeiten Sie mit [Quizlet](#)!

2. :15: [Aussprache: R!](#)

3. :25: Partner*innen: "Vokabelinterview" questions from [P&P 2-8](#)

- Für jede [=each] Frage: **Erst**: go through the meanings of the vocabulary words in **bold** font and any vocabulary in italics from earlier modules. **Dann**: ask each other the question: Stellen Sie einander die Frage!
- Wenn wir Zeit haben: Expand on a few of your answers!

4. :35: Discuss AMDs using the ["Facing Rows" format](#).

- Discuss (auf Englisch) what you did / what you wrote for your AMD.
- **Be sure to share the sentence you wrote in German - auf Deutsch!**
- At the end, your instructor will ask for volunteers to report on something interesting they heard.

5. :45: [Texte von P&P 2-8](#)

- Help each other understand the parts of the texts you highlighted in yellow.
- Ask your instructor for help with passages you both do not understand!

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 02-08) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), email your instructor to arrange a time to make up this Assessment!!

For (2), do your best to pronounce the words and phrases on the overhead, based on the Lecture Capture recording (if there is one for your section), on the information on the r sound in the pronunciation video you watched for [P&P 2-6](#), and based on the Audio samples on the overhead.

For (3), for each question, record the meanings of all the vocabulary words in bold font or italics, then record your answer(s) to the question. Finally, say a bit more about your answers to TWO of the questions (z.B. Freund*innen lassen [=let] Freund*innen nicht an der Ohio State University studieren; Ich studiere Kunstgeschichte, denn ich finde Kunst und Geschichte interessant, usw.) Use Denglisch as needed for this part (saying a bit more about two of your answers)!

For (4), try saying a few Denglisch sentences about what you did for your AMD, for fun 😊.

For (5), set a timer for 5 minutes, choose the sentence you are most curious about from the sentences you highlighted in yellow and enter it into a translator. Record what you learned from doing so, i.e. compare the German with its translation. Is it a word-for-word translation? If not, can you get a "feel" for how the German sentence works? Then choose more sentences you highlighted to work with in the same way, until your timer runs out. (If you understood all four texts completely, say so and skip this part!)

[Practice & Preparation für Modul 2, Stunde 9](#) (100 Minuten)

Modul 2, Stunde 9

Bevor wir beginnen: Lehrer*in "testet" Vokabeln mit [Quizlet](#) in Shuffle mode

1. :00: Quizlet Live (Modul 1 & 2)

- [Link für Lehrer*innen](#)
- [Link für Studis](#)

2. :10: Modul 2 Vocab Assessment 2 (see the Canvas Assignment for this for details!)

3. :20: Discuss the [Leipzig & Dresden videos and texts](#) you watched/read for today. Use the ["Facing Rows" format](#).

- For each new partner, ask: *Wie heißt du?* and *Wie spät ist es?* / *Wie viel Uhr ist es?* / *Wie viel Uhr haben wir?*
- Then ask each other: *Was möchtest du in Leipzig und Dresden sehen oder tun [=do]?* (Respond auf Deutsch!!)
- Then go on to discuss in English/Denglisch what you found interesting in the article/video you chose for this "round"
- Optional: Use reactions from [Die zweite Liste](#) to respond to what your partner says 😊
- **Note:** *If you visit Dresden, you will need to get tickets to Das Grüne Gewölbe in advance. These will be valid for a specific time, and include entrance to the Kupferstich-Kabinett (engravings & works on paper), Münzkabinett (coins), & Rüstkammer (armor). The museum's 500,000 works on paper are too fragile to be regularly exhibited, so only one at a time is on display in the Kupferstich-Kabinett. BUT across from the Kupferstich-Kabinett is the Kupferstich-Kabinett Studiensaal, which houses the archive of works on paper. [If you are there during its limited opening hours](#), you can ask to see **any** of the works on paper, which will be brought out for you personally. You will be given special gloves and then you can look at works by e.g. Albrecht Dürer, Lucas Cranach, Toulouse Lautrec etc. up close on your own!*
 - *Similar opportunities may be available at other museums you visit in the U.S. and internationally - this is worth researching/asking about!*

4. :35: [2nd oral assessment practice](#)

- Your instructor will make available a signup for choosing partners for this assessment.

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 02-09) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), follow the instructions for Section C at the end of the [P&P 02-09 Assignment](#).

For (2), email your instructor to arrange a time to make up this Assessment!!

For (3), simulate the "*Wie heißt du? Wie spät ist es? / Wie viel Uhr ist es / Wie viel Uhr haben wir?*" dialog with an imaginary partner

....AND record your response (auf Deutsch!) to "*Was möchtest du in Leipzig und Dresden sehen oder tun [=do]?*"

...AND share in English a few things you found interesting in the videos and texts about Leipzig & Dresden that you watched/read for today.

For (4), follow the instructions for Section A of the [P&P 02-09 Assignment](#).

[Practice & Preparation für Modul 3, Stunde 1](#) (105 Minuten)

Modul 3: Mahlzeit! Liebe geht durch den Magen :)

Modul 3, Stunde 1

0. Bevor wir beginnen: [Was isst du gern? Was nicht?](#)

1. :00: Partner*innen: Compare your annotated [Modul 3 Vocab Overviews](#) (your marked-up paper copy).

- Share some of what you wrote for sections II-B and II-C of [P&P 3-1](#)
- If you weren't able to do the Assignment yet, join another pair and listen in!

2. :10: Gruppen von 3 oder 4: [P&P 3-1: Oh, wie schön ist Panama](#): Was verstehen wir?

- Refer as needed to the vocabulary you translated [in section II-D](#)!
- Your instructor will be circulating. Ask them for help with any sentence you are unsure of!
- Work quickly; focus especially on the sentences including **words in bold print** (Separable Verbs and Accusative Prepositions)

3. :30: [Trennbare Verben](#) - Separable Verbs

- [Für Lehrer*innen](#)

3. :40: [Akkusativpräpositionen](#) (2 Seiten!)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 03-01) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

Skip (0).

For (1), set a timer for 10 minutes, and allocate the time in whatever way feels productive between one, two, or all three of the following; stop when your timer goes off even if you aren't done:

- (a) Read in order all the items you marked as easy, then all the items you marked as medium, then those you marked as hard;
- (b) Read the connections you wrote down for some of the "medium" items for part II-B;
- (c) Read what you wrote for some of the "hard" items for II-C.

For (2), set a timer for 20 minutes. Referring as needed to the vocabulary you translated in [section II-D of P&P 3-1](#), translate as much of the text as you can. When you are stuck or **very** unsure, use a translator mindfully, i.e. enter the phrase or sentence, and then think about why/how it means what the translator says it does.

For (3), record the translations of the highlighted words for (A), record your responses for (B), and record du-statements about an imaginary partner for (C). Skim the verbs listed for (D), but don't record anything for this part.

For (4), record your answers for (A), and record your translations for (B) (don't spend more than 5 minutes on this section)

[Practice & Preparation für Modul 3, Stunde 2](#) (80 Minuten)

Modul 3, Stunde 2

0. Bevor wir beginnen: [Was isst du gern? Was nicht?](#)

1. :00: [Aussprache](#) (Voiced & Unvoiced Consonants)

2. :07: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 3-2](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

3. :15: Gruppen von 3 oder 4: [P&P 3-2: Darth Vader und der Fahrradhelm](#): Was verstehen wir?

- Your instructor will be circulating. Ask them for help with any sentence you are unsure of!
- Work quickly - Arbeiten Sie schnell!

4. :25: Alle zusammen: [P&P 3-2: Oh, wie schön ist Panama](#): Was verstehen wir?

- Your instructor will work with the class as a whole to confirm the meanings of the parts of the text that include possessive articles, i.e. the parts you worked with for P&P 3-2.

5. :30: [Wo ist dein Fuß?](#)

6. :45: [Trennbare Verben & Akkusativpräpositionen](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 03-02) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), do your best to pronounce the words and phrases on the overhead, based on the Lecture Capture recording (if there is one for your section), and/or based on the Audio samples on the overhead.

For (2), read the Beispielsätze you chose, and say what they mean in English. If you're unsure, look up the meaning.

*For (3), set a timer for 10 minutes. Translate as much of the text as you can. When you are stuck or **very** unsure, use a translator mindfully, i.e. enter the phrase or sentence, and then think about why/how it means what the translator says it does.*

*For (4), set a timer for 5 minutes. Translate as much as you can of the the parts of the text that include possessive articles, i.e. the parts you worked with for P&P 3-2. When you are stuck or **very** unsure, use a translator mindfully, i.e. enter the phrase or sentence, and then think about why/how it means what the translator says it does.*

For (5), set a timer for 15 minutes. Respond to the prompts on the overhead, imagining what your partner might say. For each prompt, record 3 things you would have said and 3 things your partner might have said - or fewer if the time duration indicated for that prompt on the overhead has passed.

For (6), record translations of the sentences, and decide which is worse after translating each pair.

[Practice & Preparation für Modul 3, Stunde 3](#) (105 Minuten)

Modul 3, Stunde 3

0. Bevor wir beginnen: [Was isst du gern/lieber/besonders gern? Was nicht?](#)

ODER

das Bett ==> **Mein** Bett ist super/OK/beschissen

die Email => Ich lese **meine** Email immer/oft/manchmal/selten/nie

1. :00: [Patient*innen & Psycholog*innen](#)

- [Für Lehrer*innen](#)

2. :15: [Das Plastikessen](#)

- [Plastikessen Logistik für heute: Info für Lehrer*innen](#)

3. :35: [Döner bestellen](#)

4. Wenn wir Zeit haben: Partner*innen: Share the choices you made for the vocabulary task in [P&P 3-3](#) (yellow, white, blue & grey; take turns).

- If S1 shares a usage example (blue), S2 tries to say what it means, and S1 helps as needed.

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 03-03) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0).

For (1), match the appropriate/logically fitting advice to each problem in the two tables, as in the example. Then for the last part, give yourself a few suggestions, and respond to each one: "Gute Idee!" oder "Das ist keine gute Idee!"

For (2), use the vocabulary near the end of the overhead to form statements, as follows:

- For (A), form 5 question/answer pairs.
- For (B), record 5 things your instructor would have said.
- For (C), record three statements. Use Sieh mal! for the first one, Schau mal! for the second, and Guck mal for the third. Use a different food item for each statement.
- For (D), record 8 statements; be attentive to using the correct Accusative endings!
- For (E), record two versions of the dialog, one looking for your salad, one looking for your grapes 😊
- No need to record anything for (F), but watch the first minute or so of the video for fun if you have time!

For (3), begin by watching the clip linked to the beginning of the overhead twice (just 3:30-4:25).

- Read the rest of the info on the overhead carefully.
- Record yourself reading the short vocab list at the top of the second page (from Bitteschön! to Eine Cola bitte; no need to read the English translations).
- Finally, record two versions of the dialog outlined at the end of the overhead. Choose what you will order from the food in the images, and from the list of Getränke [=drinks] below the images of the food.

Skip (4).

[Practice & Preparation für Modul 3, Stunde 4](#) (100 Minuten)

Modul 3, Stunde 4

0. Bevor wir beginnen: [Was isst du gern/lieber/besonders gern? Was nicht?](#)

ODER

das Bett ==> **Mein** Bett ist super/OK/beschissen

die Email => Ich lese **meine** Email immer/oft/manchmal/selten/nie

ODER

Cartoons mit Imperativ und war **[These links will only work for instructors!]**

- [\[Link für Lehrer*innen\]](#)
- [Der Zeitmaschinenkongress](#)
- [Onkel Theo](#)
- [Gib mir den Holzpflöck](#)
- [Iss dein Gemüse](#)

1. :00: Quizlet Live (Modul 3)

- [Link für Lehrer*innen](#)
- [Link für Studis](#)

2. :10: Modul 3 Vocab Assessment 1 (see the Canvas Assignment for this for details!)

3. :15: Gruppen von 3 oder 4: P&P 3-4: [Der kleine Bär und der kleine Tiger!](#): Was verstehen wir?

- Your instructor will be circulating. Ask them for help with any sentence you are unsure of!
- Work quickly - Arbeiten Sie schnell!

4. :20: [Als ich klein war...](#)

5. :28: [Lola rennt Teil 2](#)

- Your instructor will choose from the activities on the overhead: there are more than can be completed in 22 minutes :)

Participation Tasks (PT): If you missed any part of today's class, go through what you missed in the list above. Record yourself speaking; make up names and responses for your partners as needed. Use the Canvas Media Recorder (available via the A&P Assignment for this class hour) or upload a recording. Camera use optional. REMINDER: Your instructor will only be able to spot-check the PT work for completion ==> if you have questions, send those in an email rather than recording them! To find the A&P Assignment for this class hour, click on the "Assignments" Tab in Canvas, scroll to the "Undated Assignments" group, and look for "A&P 03-04."

Skip (0).

For (1), record yourself working with [Quizlet](#) (Beispielsätze, German>English) for 10 minutes. Be sure to have the audio on. Read the German sentences out loud after hearing the model, then (try to) translate them, and say "Richtig" or "Falsch."

For (2), email your instructor to arrange a time to make up this Assessment!!

For (3), set a timer for 5 minutes. Translate as much of the text as you can. If you get stuck or are **very** unsure, use a translator mindfully, i.e. enter the phrase or sentence, and then think about why/how it means what the translator says it does.

For (4), record 4 or 5 sentences for each section of the overhead (A & B).

For (5), set a timer for 22 minutes, and respond to as many of the prompts as you can in that time.

[Practice & Preparation für Modul 3, Stunde 5 \(90 Minuten\)](#)

Modul 3, Stunde 5

0. Bevor wir beginnen: [Was isst du gern/lieber/besonders gern? Was nicht? Was ist gesund? Was muss frisch sein? Was ist lecker?](#)

ODER

das Bett ==> **Mein** Bett ist super/OK/beschissen

die Email => Ich lese **meine** Email immer/oft/manchmal/selten/nie

ODER

Cartoons mit Imperativ und war **[These links will only work for instructors!]**

- [\[Link für Lehrer*innen\]](#)
- [Der Zeitmaschinenkongress](#)
- [Onkel Theo](#)
- [Gib mir den Holzpflöck](#)
- [Iss dein Gemüse](#)

1. :00: Kultur-Party! Discuss the [Kultur texts/videos for today](#), using the "Facing Rows" format.

- [Info für Lehrer*innen](#) (zur Erinnerung, von Modul 1, Stunde 5)
- Use this [Kultur-Party model](#).
 - **Lehrer*innen**: Alternate which side asks *Wer fängt an*, so both sides have 3-4 turns ordering food and 3-4 turns taking food orders!
 - Vary what you order as you switch partners!
- Discuss text/video 1 with your first partner, text/video 2 with your second partner, usw., and your overall comments with your 7th and 8th partner
- At the end, your instructor will ask for volunteers to report on something interesting they heard, and any questions that came up.

2. :30: [Kaffee bestellen und Trinkgeld geben \(3 Seiten!\)](#), using the "Facing Rows" format.

- You may simply work with your current partner, or your instructor may ask one row to move periodically.
- For more examples of how to order food and drinks, and more video of German restaurants, cafés and food, check out the optional links at the end of the overhead.

3. If time remains, revisit activities from previous days for which there may not have been enough time - z.B.:

- Stunde 1: [Trennbare Verben](#) oder [Akkusativpräpositionen](#)
- Stunde 2: [Aussprache](#) (Voiced & Unvoiced Consonants) oder [Wo ist dein Fuß?](#) oder [Trennbare Verben & Akkusativpräpositionen](#)
- Stunde 4: [Lola rennt Teil 2](#)
- Any of the *Bevor wir beginnen* activities from this module!

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 03-05) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), record TWO versions of the German dialog from the [Kultur-Party model](#). Speak both parts (make up your partner's responses). Also for (1), record one or two thoughts (in English) from your notes about each of the Kultur texts and videos. REMINDER: Your instructor will only be able to spot-check the PT work for completion ==> if you have questions about the Kultur texts/videos that you would like them to answer, send those in an email!

For (2), read and work through the overhead carefully: it includes important practical info!

- On the first page, watch the video linked to the overhead twice (note the start/end time codes), and read the info and examples carefully. Record the short dialogs A-F. Note the instructions to repeat some of the dialogs with a different tip amount. For the drink ordering/tipping dialog at the end of the 2nd page, record three variations.

- *On the second page, watch the video linked to the overhead twice (note the start/end time codes), and read the info, vocab and dialog model carefully. Record three variations of the drink ordering/tipping dialog (or more if more practice feels helpful!)*

Skip (3).

Practice & Preparation für Modul 3. Stunde 6 (95 Minuten)

Modul 3, Stunde 6

0. Bevor wir beginnen: [Was isst du gern/lieber/besonders gern? Was nicht? Was ist gesund? Was muss frisch sein? Was ist lecker?](#)

ODER

das Bett ==> **Mein** Bett ist super/OK/beschissen

die Email => Ich lese **meine** Email immer/oft/manchmal/selten/nie

ODER

Cartoons mit Imperativ und war **[These links will only work for instructors!]**

- [\[Link für Lehrer*innen\]](#)
- [Der Zeitmaschinenkongress](#)
- [Onkel Theo](#)
- [Gib mir den Holzpflöck](#)
- [Iss dein Gemüse](#)

ODER

Click around / Shop around [auf der Billa Webseite](#). Billa ist ein österreichischer Supermarkt.

1. :00: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 3-6](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

2. :07: Discuss AMDs using the ["Facing Rows" format](#).

- Discuss (auf Englisch) what you did / what you wrote for your AMD.
- **Be sure to share the sentence you wrote in German - auf Deutsch!**
- At the end, your instructor will ask for volunteers to report on something interesting they heard.

3. :17: [Imperativ: Ideen für den Mitbewohner*die Mitbewohnerin](#)

4. :30: [Writing/Grammar Assessment practice](#)

- We will work through this BACKWARDS in class as follows:
 - :30: Partner*innen: Brief brainstorming for the Writing Assessment
 - :35: Write (or use Google Voice Typing to dictate!) a draft for the Writing Assessment in your class Google doc.
 - :40: Section D, then C, then B, then A. *Model answers are available if we don't get to all of these - see next bullet!*
- Model Answers for Sections A and B are on the overheads linked to those sections; Model Answers for Sections C and D are at the end of the practice sheet. (Please refer to these only AFTER trying to come up with answers on your own!) Detailed advice for the writing portion is included in the instructions.

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 03-06) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), read the Beispielsätze you chose, and what they mean in English. If you're unsure, look up the meaning.

For (2), try saying a few Denglish sentences about what you did for your AMD, for fun 😊.

For (3), set a timer for 13 Minuten. Record 9 statements with du-imperatives for Übung A, and 3 each for Übung B & C (remember you can scroll to the 2nd page to see model answers).

For (4), record your answers to the prompts on the practice sheet, including your draft for the writing assessment.

Depending on how confident you feel about this task, you can either spontaneously record your responses, OR you can complete the P&P Assignment for Stunde 7 first (this asks you to complete the practice worksheet), and then record your responses.

[Practice & Preparation für Modul 3, Stunde 7 \(80 Minuten\)](#)

Modul 3, Stunde 7

0. Bevor wir beginnen: [Was isst du gern/lieber/besonders gern? Was nicht? Was ist gesund? Was muss frisch sein? Was ist lecker?](#)

ODER

die Email => Ich lese **meine** Email immer/oft/manchmal/selten/nie

ODER

Cartoons mit Imperativ und war **[These links will only work for instructors!]**

- [\[Link für Lehrer*innen\]](#)
- [Der Zeitmaschinenkongress](#)
- [Onkel Theo](#)
- [Gib mir den Holzpflöck](#)
- [Iss dein Gemüse](#)

ODER

Click around / Shop around [auf der Billa Webseite](#). Billa ist ein österreichischer Supermarkt.

1. :00: Compare notes from your vocab practice for [P&P 3-7](#). Try to translate the sentences your partner wrote down, and/or work with other materials they included. Help each other as needed: helfen Sie einander!

2. :05: [Einkaufen bei Billa](#)

3. :20: Preview *Reisetipp USA Essen und Trinken & Supermärkte in den USA* ([P&P 03-08](#))

- Gruppen von 3-4: Brainstorm: What might a German tourist notice about American restaurants (fast food and regular) and supermarkets?
- Finden Sie [Modul 3](#), [Modul 2](#) und [Modul 1](#) Vokabeln im Text!
- [Restaurants und Supermärkte in den USA](#), Teil A

4. :35: [P&P 3-7: Wiederholung: Separable Verbs, Akkusativpräpositionen und Possessivartikel](#): Try to translate/complete the statements in A, B and D one more time, without referring to your answers!

- Wir haben nur 5 Minuten ==> work on the parts that feel most useful. If in doubt, work through the statements in order.

5. :40: [Sesamstrasse - Ernie und Krümelmonster](#)

- 1-2 Minuten: Compare notes with your partner
- 3-4 Minuten: Your instructor will play the video. Wie viel können Sie jetzt verstehen?

6. :45: [Stefan Raab bei McDonald's](#) 1 minute to quickly read through the vocabulary, then instructor shows the video (zum Spaß 😊)

- 1-2 Minuten: Compare notes with your partner
- 3-4 Minuten: Your instructor will play the first few minutes of the video. Wie viel können Sie jetzt verstehen?

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 03-07) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!

For (1), set a timer for 5 minutes. Read and translate the sentences you wrote down, and/or work with other materials you included.

For (2), set a timer for 15 minutes. Pause the recording and follow the instructions on the overhead to browse the site for about 12 minutes; jot down quick notes as you go. Spend the remaining 3 minutes recording the items you chose for each major category, whether you found them (relativ) teuer or billig, and record a few things you found interesting.

For (3), set a timer for 15 minutes.

- (i) list 3 or 4 things you think the article may discuss, then

- (ii) spend a few minutes scrolling through the text to find Modul 3, Modul 2 und Modul 1 Vokabeln, and record them as you find them, including the English translation if you remember it, and finally
- (iii) record your answers to Teil A of [Restaurants und Supermärkte in den USA](#).

For (4), set a timer for 5 minutes and translate/complete as many as you can of the statements in A, B and D one more time, without referring to your answers!

For (5), review your notes on the video, then watch it one more time, and record a few things you understood or found funny. Do the same for (6), but re-watch just the first 3 minutes of the video.

Practice & Preparation für Modul 3, Stunde 8 (95 Minuten)

Modul 3, Stunde 8

1. :00: Writing/Grammar Assessment

- [Für Lehrer*innen](#)
- Wenn Sie schnell fertig sind, arbeiten Sie mit [Quizlet](#)!

2. :20: Partner*innen: "Vokabelinterview" questions from [P&P 3-8](#)

- *Für jede [=each] Frage:* **Erst:** go through the meanings of the vocabulary words in **bold** font and any vocabulary in italics from earlier modules. **Dann:** ask each other the question: Stellen Sie einander die Frage!
- Wenn wir Zeit haben: Expand on a few of your answers!

3. :30: Reisetipp USA Essen und Trinken & Supermärkte in den USA ([P&P 03-08](#))

- :30: Gruppen von 3-4: Compare answers to the worksheet. Where answers differ, discuss how you arrived at them!
- :40: [Restaurants und Supermärkte in den USA](#), Teil B und C

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 03-08) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), email your instructor to arrange a time to make up this Assessment!!

For (2), for each question, record the meanings of all the vocabulary words in bold font or italics, then record your answer(s) to the question. Finally, say a bit more about your answers to TWO of the questions. Try to do this part (saying a bit more about two of your answers) auf Deutsch, but use Denglisch as needed!

For (3), record your answers to the questions in Section B of [Restaurants und Supermärkte in den USA](#), including reading questions 1 and 2 for practice (for 3-9, read the complete statements with the blank filled in); then do your best to record responses to the prompts in Section C (for question 4, say Ich habe keine Fragen if you don't have any 😊).

[Practice & Preparation für Modul 3, Stunde 9](#) (100 Minuten)

Modul 3, Stunde 9

Bevor wir anfangen: Lehrer*in "testet" Vokabeln mit [Quizlet](#) in Shuffle mode

1. :00: Use [Quizlet in Shuffle mode](#), German > English, to quiz each other on the Modul 1-3 vocabulary.
 - One partner opens the **Modul 3 Quizlet**, the other opens the **Modul 1-3 Quizlet**
 - Use the "regular" flashcards, **or** the "Beispielsätze" ones!
2. :10: Modul 3 Vocab Assessment 2 (see the Canvas Assignment for this for details!)
3. :20: Discuss the [Hamburg videos and texts](#) you watched/read for today. Use the **"Facing Rows" format**.
 - For each new partner, follow the instructions at the bottom of Seite 2 of [Kaffee bestellen und Trinkgeld geben](#) to **quickly** order a drink, pay and tip; then discuss Hamburg.
 - Then ask each other: *Was möchtest du in Hamburg sehen oder tun?* (Respond auf Deutsch!!)
 - Then go on to discuss in English/Denglisch what you found interesting in the article/video you chose for this "round"
 - Optional: Use reactions from [Die zweite Liste](#) to respond to what your partner says 😊
4. :35: [3rd oral assessment practice](#)
 - Your instructor will make available a signup for choosing partners and a time for this assessment.
5. :49: **P&P 4-1 ist SEHR wichtig** (introduction to the Conversational Past) und relativ lang (115 Minuten; this includes 25 Minuten to prepare for the Modul 3 Oral Assessment). P&P 4-2 will be a bit shorter than usual (80 Minuten). There will only be one other grammar topic in this module, negation, for which you have by now seen VIELE Beispiele 😊

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 03-09) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), follow the instructions for Section C at the end of the [P&P 03-09 Assignment](#).

For (2), email your instructor to arrange a time to make up this Assessment!!

For (3), simulate two versions of the drink ordering/paying/tipping dialog with an imaginary partner

....AND record your response (auf Deutsch!) to "Was möchtest du in Hamburg sehen oder tun?"

...AND share in English a few things you found interesting in the videos and texts about Hamburg that you watched/read for today.

For (4), follow the instructions for Section A of the [P&P 03-09 Assignment](#).

Note the info in (5); no need to record anything.

[Practice & Preparation für Modul 4, Stunde 1](#) (115 Minuten)

Modul 4: In Deutschland, Österreich und der Schweiz unterwegs

Modul 4, Stunde 1

[Für Lehrer*innen](#)

Vor :00: Practice informally for the [Modul 3 Oral Assessment](#)

1. :00: Partner*innen: Compare your annotated [Modul 4 Vocab Overviews](#) (your marked-up paper copy).

- Share some of what you wrote for sections II-B and II-C of [P&P 4-1](#)
- If you weren't able to do the Assignment yet, join another pair and listen in!

2. :10: Gruppen von 3 oder 4: [P&P 4-1: Lola und Manni: Eine Liebesgeschichte](#): Was verstehen wir?

- Refer as needed to the vocabulary you translated [in section II-D](#)!
- Your instructor will be circulating. Ask them for help with any sentence you are unsure of!
- Work quickly; focus especially on the sentences including **Conversational Past forms in bold print**

2a. :22: **haben** vs **sein**:

- Which is the default "helping verb", i.e. the one most verbs use to form the Conversational Past: **haben** oder **sein**?
- What are the [two reasons a verb might use sein rather than haben to form the Conversational Past](#)?
- Look through the *Beispiele* in the text. Which choices of **haben** or **sein** are surprising/raise questions/help you understand how to choose between the two?

2b. :28: past participles and "ge-":

- Your instructor will briefly review the [Summary Table of Basic Patterns for the Past Participle](#) with you
- Look through the past participles in the text. For each one, check:
 - whether it includes a "ge-,"
 - where the "ge-" is if there is one, and
 - whether it ends in "t-" (regular weak verbs, or possibly a mixed verb) or "en-" (strong verbs, which may or may not have a vowel change or other change in the past participle)
 - Ask your instructor any questions that occur to you as you do this!!

3. :35: [Das möchte ich auch tun](#)

- Instructor reads the statements. For each statement, students choose "Das möchte ich auch tun" or "Das finde ich nicht gut"
- Students compare responses
- Discuss patterns in the Conversational Past forms in these statements

4. :45: Midterm Evaluation Fragebogen: Your instructor will give you a link to a survey form to fill out (ausfüllen)!

- [Für Lehrer*innen](#)

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 04-01) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), set a timer for 10 minutes, and allocate the time in whatever way feels productive between one, two, or all three of the following; stop when your timer goes off even if you aren't done:

- (a) Read in order all the items you marked as easy, then all the items you marked as medium, then those you marked as hard;
- (b) Read the connections you wrote down for some of the "medium" items for part II-B;
- (c) Read what you wrote for some of the "hard" items for II-C.

For (2), set a timer for 12 minutes. Referring as needed to the vocabulary you translated in [section II-D of P&P 4-1](#), translate as much of the text as you can. When you are stuck or **very** unsure, use a translator mindfully, i.e. enter the phrase or sentence, and then think about why/how it means what the translator says it does.

For (2a), set a timer for 6 minutes and proceed as follows:

- Answer the questions in the first two bullets.
- Use the remaining time to go through the Conversational Past forms in the text one by one (the one-word forms **hatte**, **war**, **musste**, and **wollte** are NOT Conversational Past forms, so skip these!). For each one, say what form of **haben/sein** was used, and then say why this makes sense:
 - not a verb that's about motion or a change of state ==> **haben**;
 - motion or a change of state ==> **sein** (say which of the two applies!);
 - [remember there are also a few exceptions and surprises](#) (**bleiben**, **passieren**, **tanzen** usw.). For these, say "this is one of the exceptions"

For (2b), set a timer for 7 minutes and proceed as follows:

- Review the [Summary Table of Basic Patterns for the Past Participle](#) for a minute or two. Record what you notice/what you see/remember as you look through the table (don't scroll through the additional patterns further below)
- Use the remaining time to go through the past participles in the text one by one, as follows:
- If there is no **ge-**, explain why this makes sense:
 - if it's an inseparable prefix verb, say what the prefix is (**ver-**, **be-**, **ent-**, ...);
 - if it's an **-ieren** verb, say so, and say what the infinitive is (**trainIEREN**, **explodIEREN**, ...)
- If the **ge-** is in the middle of the participle, say that this is a separable verb, and say what the infinitive is: (**kennenlernen**, **mitnehmen**, ...)
- Say whether the verb is strong (**-en** endings for the past participle) or weak (**-t** endings) or mixed (**-t** endings; the only mixed verb we know so far is **rennen** (**ist gerannt**)).
 - For the strong or mixed verbs, say whether there is a vowel change (e.g. **lesen** > **gelesen** ==> no vowel change; **gehen** > **gegangen** ==> vowel change from **e** to **a**),
 - ... and whether there are any consonant changes (e.g. **gehen** > **gegangen** ==> vowel change AND consonant change (an additional **g**); **sprechen** > **gesprochen** ==> vowel change from **e** to **o** only)

For (3), read each statement on the overhead and respond "Das möchte ich auch tun" or "Das finde ich nicht gut." Then look at the five groups of three. Which group is strong verbs, which is weak verbs, which is separable prefix verbs, which is inseparable prefix verbs, and which group is verbs of motion?

For (4), ask your instructor to send you the link to the survey and fill it out (unless you filled it out already)!

[Practice & Preparation für Modul 4, Stunde 2](#) (80 Minuten)

Modul 4, Stunde 2

0. Bevor wir beginnen: instructor shows one or more of die 5 Liebesgeschichten im [Kapitel 5 video](#)

- The stories start at roughly 5:15, 6:45, 8:20, 9:10 & 10:30

1. :00: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 4-2](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

2. :10: [Janosch Seite 3-11: Vor dem Lesen](#) (Für Lehrer*innen)

3. :30: [Als ich 5 war](#)

- Instructor reads the statements. For each statement, students decide if this was "typisch" or "nicht typisch" for a 5-year-old
- Students say what **they** did when they were 5 (z.B. Ich habe keine Zigaretten gekauft; Ich habe nicht mit meinem Handy telefoniert; Ich habe viel Milch getrunken usw. *As always, you need not answer truthfully!!*)

4. :40: [Conversational Past Interview](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 04-02) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), read the Beispielsätze you chose, and say what they mean in English. If you're unsure, look up the meaning.

For (2), open your Janosch book (or follow the directions at the end of the second page of the overhead to open the scan of Seite 3-11), and respond to the prompts on the overhead as follows:

- Section A: For each bullet, open the book to that page, then do your best to respond to the questions and/or prompts in that bullet, based on the pictures in the book and on what we have learned in the course so far;
- Section B: Do your best to translate the phrases/sentences;
- Section C: Do your best to guess the infinitives of the verbs;
- Section D: Record yourself reading Seite 3-11. Do your best with the pronunciation. (If there is a Lecture Capture recording for your section, find where your instructor reads the text and listen to it as a model before recording yourself.)

For (3), read each statement on the overhead and then respond "Das ist typisch" or "Das ist nicht typisch." Then go through the statements one more time, this time saying what was true for you at age 5 (z.B. Ich habe keine Zigaretten gekauft; Ich habe nicht mit meinem Handy telefoniert; Ich habe viel Milch getrunken usw.)

For (4), set a timer for 10 minutes. Record answers to the questions multiple times, until your timer expires. Refer to the model answers for help as needed, but try to get to the point where you can respond to the questions without referring to any notes!

[Practice & Preparation für Modul 4, Stunde 3](#) (105 Minuten)

Modul 4, Stunde 3

0. Bevor wir beginnen: [Conversational Past Interview](#)

1. :00: Partner*innen: Share the choices you made for the vocabulary task in [P&P 4-3](#) (yellow, white, blue & grey; take turns).

- If S1 shares a usage example (blue), S2 tries to say what it means, and S1 helps as needed.

2a. :10: **Note:** The [Modul 4 Writing and Grammar Assessment](#) will ask you to negate two statements from [P&P 4-3](#), and to respond negatively to two example questions from the [Overview of Negation](#). It would not be a good use of your time to try to memorize all of these examples, but you should do your best to get a "feel" for the correct negations ==> keep that goal in mind for activities (2b) and (3)!

2b. Partner*innen: [Try the "Negation" task from P&P 4-3 one more time, without referring to your answers.](#)

- Use the model answers linked to P&P 4-3 to check your answers!

3. :20: Partner*innen: Quiz each other on the examples in the [Overview of Negation](#).

- Take turns: S1 asks a question from the examples in the overview, S2 responds with the negation; then S2 asks the next question usw.
- Go through the examples in sequence, or choose randomly from them, whatever feels most productive. Keep going back to examples you found difficult.
- Give your partner hints when they get stuck, z.B. "We're negating *gern* here" oder "We're negating *Wasser*, which is a noun with no article in front of it" usw.

4. :30: [Janosch Seite 3-11](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 04-03) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), read what you wrote for [part III-B of P&P 4-3](#). For the usage examples, say what these mean in English. Try to do the translations from memory, but look them up if you need to.

Read (2a); no need to record anything.

For (2b), follow the instructions above. Correct yourself before going on to the next item if a model answer differs from your response.

For (3), follow the instructions above to quiz yourself on the examples in the doc. Go through them in order. Use a piece of paper to cover up the "answers" (i.e. the right-hand column in each set of examples), and reveal them one by one as you respond. Correct yourself if necessary, then respond to the next question, usw.

For (4), skip A, record yourself reading the texts for B, answer the questions in C (spend no more than 9 minutes), listen to the clip linked in D for the time indicated, and then respond to the two prompts, and finally, use the time you saved by skipping (a) to respond to the two prompts in E.

[Practice & Preparation für Modul 4, Stunde 4 \(105 Minuten\)](#)

Modul 4, Stunde 4

0. Bevor wir beginnen: [Wie ist das Wetter heute/Wie war das Wetter gestern?](#)

- Ist es warm/kalt? Schneit es? Regnet es? Scheint die Sonne?/Ist es sonnig? Ist es windig? Ist es bedeckt [=overcast], wolkig [=cloudy] oder heiter [=partly cloudy/clear]? Gibt es Nebel?
- War es gestern warm/kalt? Hat es gestern geschneit? Hat es geregnet? Hat die Sonne geschienen?/War es sonnig? War es windig? War es bedeckt, wolkig oder heiter? Gab es gestern Nebel?

1. :00: Quizlet Live (Modul 4)

- [Link für Lehrer*innen](#)
- [Link für Studis](#)

2. :10: Modul 4 Vocab Assessment 1 (see the Canvas Assignment for this for details!)

3. :15: [Das Wetter](#):

- :15: Partner*innen: Besprechen Sie (1). **Antworten Sie in ganzen Sätzen** (was bedeutet das?!)
- :17: Partner*innen: Besprechen Sie (2). Antworten Sie in ganzen Sätzen!
- :19: Lehrer*in zeigt das Wetter in der neuesten Episode der [Tagesschau in 100 Sekunden](#). Was verstehen wir?

4. :20: [Die Eismonster](#) [This link will only work for instructors!]

5. :25: Facing rows: [Was hast du gestern \(nicht\) gemacht?](#)

6. :35: [Lola rennt Teil 3](#)

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 04-04) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0)

For (1), record yourself working with [Quizlet](#) for 10 minutes, as you did for P&P 03-09.

For (2), email your instructor to arrange a time to make up this Assessment!!

For (3), set a timer for 4 minutes (do the Tagesschau task after the timer goes off!). Respond to questions (1) and (2) on the overhead for 2 minutes each. Then pause the recording, follow the Tagesschau in 100 Sekunden link near the end of the overhead, click on the news video at the top and make it full-screen, scroll to the last 10 seconds of the clip to see the weather report, watch the weather report twice, and finally record what you were able to understand.

For (4), set a timer for 5 minutes. Do your best to pronounce the vocabulary and dialog for (A) and (B). Then do your best to answer the questions in (C) - (E).

For (5), set a timer for 10 minutes. For (A) and (B), just read your responses to [Teil III of P&P 4-4](#). For (C), improvise statements for about 4 minutes. After each statement, say "Das stimmt"/"Das stimmt nicht," depending on whether or not the statement was true. Spend the remaining time improvising statements for (D) (no need for Das stimmt/Das stimmt nicht for this part).

For (6), for (A), respond only to the questions in the bullet point. For (B), set a timer for 10 minutes and improvise a dialog between yourself and Lola (==> adjust the instructions so the only roles are yours and Lola's; replace "ihr" by "du" in the models and adjust verb endings accordingly). Keep trying to come up with more dialogue until your timer goes off. Note the link to P&P 4-4 for additional ideas!

[Practice & Preparation für Modul 4, Stunde 5 \(90 Minuten\)](#)

Modul 4, Stunde 5

0. Bevor wir beginnen: [Wie ist das Wetter heute/Wie war das Wetter gestern?](#)

- Ist es warm/kalt? Schneit es? Regnet es? Scheint die Sonne?/Ist es sonnig? Ist es windig? Ist es bedeckt [=overcast], wolkig [=cloudy] oder heiter [=partly cloudy/clear]? Gibt es Nebel?
- War es gestern warm/kalt? Hat es gestern geschneit? Hat es geregnet? Hat die Sonne geschienen?/War es sonnig? War es windig? War es bedeckt, wolkig oder heiter? Gab es gestern Nebel?

1. :00: Kultur-Party! Discuss the [Kultur texts/videos for today](#), using the ["Facing Rows" format](#).

- [Info für Lehrer*innen](#) (zur Erinnerung, von Modul 1, Stunde 5)
- Use this [Kultur-Party model](#).
 - **Lehrer*innen**: Alternate which side asks *Wer fängt an!*
- Discuss text/video 1 with your first partner, text/video 2 with your second partner, usw., and your overall comments with your 7th and 8th partner
- At the end, your instructor will ask for volunteers to report on something interesting they heard, and any questions that came up.

2. :30: Easy German: [Sentences you hear at airports](#) *Instructor plays the video **twice**; then a **third time with the screen muted** (d.h. nur das Audio - oder er*sie bittet Sie, nicht zu gucken 😊). Partners try to recall what each phrase means!*

- Bitte lassen Sie Ihr Gepäck [=luggage] nicht unbeaufsichtigt [=unattended]
- Gang=aisle, corridor (von *gehen* - ist *gegangen*)
- [Achtung bitte](#)...!
- stellen=to put/place (standing on its "base")
- der Koffer, - = suitcase
- der Flugsteig=airport gate
- Letzter Aufruf=last call
- alle Passagiere werden gebeten...=all passengers are asked (to)...
- umgehend=sofort
- Ankunft/Abflug=arrival(s)/departure(s)

3. :35: [Fahrkarten & Flugtickets](#)

4. :40: [Ein Tag in Hamburg](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 04-05) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or optionally record answers to the questions about the current weather (present tense) and yesterday's weather. For (1), record TWO versions of the German dialog from the [Kultur-Party model](#). Speak both parts (make up your partner's responses). Also for (1), record one or two thoughts (in English) from your notes about each of the Kultur texts and videos. REMINDER: Your instructor will only be able to spot-check the PT work for completion ==> if you have questions about the Kultur texts/videos that you would like them to answer, send those in an email! For (2), listen to the video with the phrases twice, and try to remember what they mean. Then play the video one more time without looking at the subtitles, and record yourself trying to remember what each phrase means. Use the space bar to pause the video between phrases. Look at the subtitles when you can't remember what a phrase means. For (3), follow the instructions to find a train ticket from the Flughafen Frankfurt Fernbahnhof to München and answer the questions about it on the overhead. Then follow the instructions to find flights on the [flug.ideal](#) site, and answer the questions in the first TWO bullet points. For (4), record yourself working for 5 minutes with the Quizlet set linked to the [Conversational Past assessment practice](#).

[Practice & Preparation für Modul 4, Stunde 6 \(100 Minuten\)](#)

Modul 4, Stunde 6

0. Bevor wir beginnen: [Wie ist das Wetter heute/Wie war das Wetter gestern?](#)

- Ist es warm/kalt? Schneit es? Regnet es? Scheint die Sonne? Ist es bedeckt [overcast], wolkgig [cloudy] oder heiter [partly cloudy/clear]?
- War es gestern warm/kalt? Hat es gestern geschneit? Hat es geregnet? Hat die Sonne geschienen? War es bedeckt [overcast], wolkgig [cloudy] oder heiter [partly cloudy/clear]?

1. :00: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 4-6](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

3. :15: Discuss AMDs using the ["Facing Rows" format](#).

- Discuss (auf Englisch) what you did / what you wrote for your AMD.
- **Be sure to share the sentence you wrote in German - auf Deutsch!**
- At the end, your instructor will ask for volunteers to report on something interesting they heard.

4. :25: [Writing/Grammar Assessment practice](#)

- We will work through this BACKWARDS in class as follows:
 - :25: Partner*innen: Brief brainstorming for the Writing Assessment
 - :30: Write (or use Google Voice Typing to dictate!) a draft for the Writing Assessment in your class Google doc.
 - :40: Section A. *Model answers are available if we don't get to all of these - see next bullet!*
- Model Answers for Section A are on the overhead and in the online activity linked to section A. [Please refer to these only AFTER trying to come up with answers on your own!] Detailed advice for the writing portion is included in the instructions.

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 04-06) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!

Skip (0), or optionally record answers to the questions about the current weather (present tense) and yesterday's weather. For (1), record yourself working with the Quizlet verb set for 5 Minuten. For (2), email your instructor to arrange a time to make up this Assessment!! For (3), try saying a few Denglisch sentences about what you did for your AMD, for fun 😊. For (4), record your answers to the prompts on the practice sheet, including your draft for the writing assessment. Depending on how confident you feel about this task, you can either spontaneously record your responses, OR you can complete the P&P Assignment for Stunde 7 first (this asks you to complete the practice worksheet), and then record your responses.

[Practice & Preparation für Modul 4, Stunde 7](#) (90 Minuten)

Modul 4, Stunde 7

0. Bevor wir beginnen: [Wie ist das Wetter heute/Wie war das Wetter gestern?](#)

- Ist es warm/kalt? Schneit es? Regnet es? Scheint die Sonne? Ist es bedeckt [overcast], wolzig [cloudy] oder heiter [partly cloudy/clear]?
- War es gestern warm/kalt? Hat es gestern geschneit? Hat es geregnet? Hat die Sonne geschienen? War es bedeckt [overcast], wolzig [cloudy] oder heiter [partly cloudy/clear]?

1. :00: Compare notes from your vocab practice for [P&P 4-7](#). Try to translate the sentences your partner wrote down, and/or work with other materials they included. Help each other as needed: helfen Sie einander!

1. :00: [Janosch Seite 12-19](#)

2. :25: [Das Wetter](#) [10 more minutes to finish this in Stunde 8!]

3. :35: [Eine Reise beschreiben](#)

5. :40: [Rollenspiel: Ein Teenager kommt spät nach Hause](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 04-07) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or optionally record answers to the questions about the current weather (present tense) and yesterday's weather. For (1), respond to the prompts on the overhead as follows: Skip A. Read the dialogues/monologues in B. Respond "Das stimmt" or "Quatsch" as appropriate for each item in C. For each item in D, E and F, record the full statement with the blank filled in, then quickly scroll to the answers, correct your answer if necessary, then do the next item in the same way, usw.

For (2), answer the questions on the overhead for Part A (stop after 10 minutes if you are not done). For Part B, follow the link to the Tagesschau in 100 Sekunden, skip to the weather report at the end, and watch it twice. Then record what you were able to understand.

For (3), follow the directions on the overhead to describe a real or imagined trip. Record at least SIX sentences.

For (5), record answers to the Wie sagt man? questions, and then make up a very short role play based on the prompt.

[Practice & Preparation für Modul 4, Stunde 8](#) (70 Minuten)

Modul 4, Stunde 8

0. Bevor wir beginnen: [Wie ist das Wetter heute/Wie war das Wetter gestern?](#)

- Ist es warm/kalt? Schneit es? Regnet es? Scheint die Sonne? Ist es bedeckt [overcast], wolzig [cloudy] oder heiter [partly cloudy/clear]?
- War es gestern warm/kalt? Hat es gestern geschneit? Hat es geregnet? Hat die Sonne geschienen? War es bedeckt [overcast], wolzig [cloudy] oder heiter [partly cloudy/clear]?

1. :00: Writing/Grammar Assessment

- Wenn Sie schnell fertig sind, arbeiten Sie mit [Quizlet!](#)

2. :15: Partner*innen: "Vokabelinterview" questions from [P&P 4-8](#)

- *Für jede Frage: **Erst***: go through the meanings of the vocabulary words in **bold** font and any vocabulary in italics from earlier modules. ***Dann***: ask each other the question: Stellen Sie einander die Frage!
- Wenn wir Zeit haben: Expand on a few of your answers!

3. :25: Kurze Wiederholung: [Das Wetter](#)

- Your instructor may choose one or more parts to repeat, or this can be a chance to get to parts of the overhead for which there was nicht genug Zeit in Stunde 6 - or your section may skip this activity and spend more time on the Cocktailparty.

4. :35: [Cocktailparty!](#)

Wenn wir Zeit haben: [Laserkraft 3D: Nein Mann](#)

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 04-08) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or optionally record answers to the questions about the current weather (present tense) and yesterday's weather. For (1), email your instructor to arrange a time to make up this Assessment!!

For (2), for each question, record the meanings of all the vocabulary words in bold font or italics, then record your answer(s) to the question. Finally, say a bit more about your answers to TWO of the questions (z.B. Der Sommer ist meine Lieblingsjahreszeit, denn ich mag die Sonne; Die Lions gewinnen die Super Bowl, denn sie spielen gut, usw.).

For (3), respond to the prompts on the overhead that you find most interesting (including possibly listening to the Hesse poem). Stop after 10 minutes even if you are not finished.

For (4), spend 5-10 minutes recording yourself speaking both parts of conversations you might have had, in accordance with the open-ended prompts on the overhead. If you use a translator for some phrases, record yourself dictating the phrases you want to translate, and playing the audio of the translation, then record yourself saying the translation and continuing the conversation.

[Practice & Preparation für Modul 4, Stunde 9](#) (100 Minuten)

Modul 4, Stunde 9

Bevor wir anfangen: Lehrer*in "testet" Vokabeln mit [Quizlet](#) in Shuffle mode

1. :00: [Vokabelübersetzungsfeuerwerk](#)

- Die ersten 4 "bullets" machen alle zusammen; danach Partner*innen/Dreiergruppen!

2. :10: Modul 4 Vocab Assessment 2 (see the Canvas Assignment for this for details!)

3. :20: Discuss the [München videos and texts](#) you watched/read for today. Use the "[Facing Rows](#)" format.

- For each new partner, go through **ALL** of question 1 **OR** 2 on the [Das Wetter](#) overhead **quickly**.
- Then ask each other: *Was möchtest du in München sehen oder tun?* (Respond auf Deutsch!!)
- Then go on to discuss in English/Denglisch what you found interesting in the article/video you chose for this "round"
- Optional: Use reactions from [Die zweite Liste](#) to respond to what your partner says 😊

4. :35: [4th oral assessment practice](#)

- Your instructor will make available a sign up for choosing partners for this assessment.

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 04-09) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), record your translations of the sentences (stop after 10 minutes even if you are not finished!).

For (2), email your instructor to arrange a time to make up this Assessment!!

For (3), quickly ask and answer all the questions in questions 1 and 2 on the [Das Wetter](#) overhead

....AND record your response (auf Deutsch!) to "Was möchtest du in München sehen oder tun?"

...AND share in English a few things you found interesting in the videos and texts about München that you watched/read for today.

For (4), follow the instructions for Section A of the [P&P 04-09 Assignment](#).

[Practice & Preparation für Modul 5, Stunde 1 \(110 Minuten\)](#)

Modul 5: Familie, Freund*innen und Gender

Modul 5, Stunde 1

Vor :00: Work informally with the [4th oral assessment practice](#) prompts

0. Today or in Stunde 2 (when we will actually need it), your instructor will hand out copies of this [Basic Chart](#) showing all the forms of *der/das/die*, of *ein/kein*, of the possessive articles, and of the pronouns.

1. :00: Partner*innen: Compare your annotated [Modul 5 Vocab Overviews](#) (your marked-up paper copy).

- Time permitting, share some of what you wrote for sections II-B and II-C of [P&P 5-1](#)
- If you weren't able to do the Assignment yet, join another pair and listen in!

1. :00: [Aussprache](#) (Zungenbrecher)

3. :20: [Meine Familie](#)

4. :25: [Meine Familie: Was weiß ich?](#)

5. :30: [Meine Familie: Wozu habe ich Lust?](#)

6. :40: [Meine Familie: weil & obwohl](#)

7. :49: Vokabeln for receptive (passive) knowledge: The [Modul 5 Vokabelliste](#) includes 4 items that are for receptive (passive) knowledge only. This means that we expect you to be able to recognize these words in a reading or listening text, but not to use them actively. More details:

- These words include the notation PA next to the German term, both on the Vokabelliste and on the Quizlet deck
- If these come up on an assessment, it would be only in the German > English direction
- **We recommend practicing these with Quizlet, and noticing them when they come up in texts/videos, but NOT forming sentences with them.** Typically, the rationale for choosing these items is that they are very commonly seen/heard in more formal texts, but tricky to use correctly.
- The four "PA" terms in Modul 5 are *dessen*, *deren*, *denen*, & *Bindung*
- There will be just one "PA" term in Modul 6: *Ferse*
- There will be significantly more "PA" terms in Deutsch 102

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 05-01) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

For (1), set a timer for 10 minutes, and allocate the time in whatever way feels productive between one, two, or all three of the following; stop when your timer goes off even if you aren't done:

- (a) Read in order all the items you marked as easy, then all the items you marked as medium, then those you marked as hard;
- (b) Read the connections you wrote down for some of the "medium" items for part II-B;
- (c) Read what you wrote for some of the "hard" items for II-C.

For (1), do your best to pronounce the words and phrases on the overhead, based on the Lecture Capture recording (if there is one for your section), and/or based on the Audio samples on the overhead.

For (2), [was Vokfeuerwerk]

For (3), record a response to the prompt that mentions 8 or more real or imagined relatives. For (4), record a response to each of the 8 items in the "Ideen" section (stop after 5 minutes even if you are not finished!); talk about a different (real or imaginary) relative for each item. For (5), record a response to each of the 9 items in the "Ideen" section (stop after 10 minutes even if you are not finished!); talk about a different (real or imaginary) relative for each item. For (6), record at least 8 statements about different (real or imaginary) relatives. For (7), read the information above; no need to record anything.

Practice & Preparation für Modul 5, Stunde 2 (105 Minuten)

Modul 5, Stunde 2

0. Bevor wir anfangen:

- Was schenken Sie mir? / Was schenkst du mir?
- Pinguin A ist eine Frau. Was schenken Sie ihr? Pinguin B ist ein Mann. Was schenken Sie ihm?
- ODER: Dativpräpositionen: [Beispiele lesen](#)

1. :00: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 5-2](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

2. :10: [Döner mit Allem](#) 😊

3. :15: [Eine Freundschaft pflegen](#)

4. :40: [Information über das Rollenspiel](#)

5. :45: Gruppen von 3 oder 4: Brainstorm role play ideas! Share ideas you noted in your P&P Assignment, and new ideas that come to you now!

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 05-02) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or record a couple of ideas for fun :) For (1), record the two "Der*Die interessanteste Student*in der Welt" sentences you wrote for [P&P 5-1](#), AND TEN of the vocab sentences you wrote for your [P&P 5-2](#). (If you wrote fewer than ten, make up as many additional sentences as you need to in order to get to ten 😊). For (2), read the info on the overhead carefully, watch the sketch 2 or 3 times, then record in English what you were able to understand. For (3), record your responses as follows: At :15, read the info carefully, and record the translations that are asked for at the end. At :16, record one weil- statement and one obwohl-statement about the same (real or imagined) friend (this means you will use the same pronoun in both sentences to refer to the same friend, unless your friend's pronoun preference is for you to refer to them by varied pronouns). Think of this same friend (and pronoun) for the remaining prompts on the overhead. At :20, record the translations for the first bullet, and the pronouns for the second bullet. Read the examples in the third bullet carefully and use them as models to record one response each for the 4th, 5th and 6th bullets (for the 5th bullet, list all of the things you would should your friend, and remember to replace Ihr(e)(n) by mein(e)(n) in your responses). At :27, list two things you would do with your friend. At :32, list two things you would do at your friend's place (note: übernachten is NOT separable, even though it looks like it should be). At :37, read the reminder in the first bullet, record your responses to the second bullet (note: I tell X something=Ich sage X etwas, and X will be in the Dative). Then record your translations of the statements in the last three bullets. For (4), read the information carefully. No need to record anything, aber please email your instructor if you have any questions about the final role play! For (5), record one or two or three ideas you have for the final role play. These can be the same ideas you wrote for P&P 5-2, or new ones.

[Practice & Preparation für Modul 5, Stunde 3](#) (95 Minuten)

Modul 5, Stunde 3

0. Bevor wir anfangen:

- Was schenken Sie mir? / Was schenkst du mir?
- Pinguin A ist eine Frau. Was schenken Sie ihr? Pinguin B ist ein Mann. Was schenken Sie ihm?
- ODER: Dativpräpositionen: [Beispiele lesen](#)

1. :00: Partner*innen: Share the choices you made for the vocabulary task in [P&P 5-3](#) (yellow, white, blue & grey; take turns).

- If S1 shares a usage example (blue), S2 tries to say what it means, and S1 helps as needed.

2. :15: [Kenne ich das oder weiß ich das?](#)

3. :25: [Janosch Seite 20-27](#)

4. :45: Gruppen von 3 oder 4: Brainstorm role play ideas! Share ideas you noted in your P&P Assignment, and new ideas that come to you now, and develop/repeat ideas from Modul 5, Stunde 2!

5. :50: Lehrer*in: Es ist NICHT zehn vor Sie dürfen NICHT gehen! [[Für Lehrer*innen](#)]

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 05-03) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or record a couple of ideas for fun :) For (1), for each question, record the meanings of all the vocabulary words in bold font or italics, then record your answer(s) to the question. Finally, say a bit more about your answers to TWO of the questions (z.B. why it's easy or hard for you to get out of bed in the mornings, why you chose the Einstein/Taylor Swift/Jimmy Hoffa answer, usw.). For (2), read the first page of the overhead carefully and record yourself reading a few of the example sentences and a few of the variations for kennen; then do the same for wissen. Then go to Seite 2 of the overhead. Record 8 statements for part A, and say a bit more about 2 of these statements for part B (z.B. something about the city where your friend lives, or about the music they listen to). For (3), open your Janosch book (or the scan of Seite 20-27 on Canvas), and respond to the prompts on the overhead as follows: Skip A; For each item in B, record the full statement, then quickly scroll to the answers, correct your answer if necessary, then do the next item in the same way, usw. Record 6 statements for C. Use the link to the Verb Forms from Modul 1-5 to look up any Conversational Past forms you are unsure of. For (4), record one or two or three ideas you have for the final role play. These can be the same ideas you wrote for P&P 5-2 & 5-3, or new ones, or ideas you liked from the brainstorming in Stunde 2. Skip (5).

[Practice & Preparation für Modul 5, Stunde 4 \(90 Minuten\)](#)

Modul 5, Stunde 4

0. Bevor wir anfangen:

- Was schenken Sie mir? / Was schenkst du mir?
- Pinguin A ist eine Frau. Was schenken Sie ihr? Pinguin B ist ein Mann. Was schenken Sie ihm?
- ODER: Dativpräpositionen: [Beispiele lesen](#)

1. :00: Quizlet Live (Modul 5)

- [Link für Lehrer*innen](#)
- [Link für Studis](#)

2. :10: Modul 5 Vocab Assessment 1 (see the Canvas Assignment for this for details!)

3. :15: [Lola rennt Teil 4](#)

4. :40: Form role play groups and brainstorm role play ideas!

- **Create a shared Google Doc, in which you will write all of your drafts and notes for the role play. Be sure everyone in your group has edit access, and give your instructor edit access.**
 - **Add contact info at the top of the doc. If you are comfortable doing so, we recommend sharing z.B. a phone number or some other quick way your group members can reach you, in addition to (or instead of) your email address!**
- Begin by summarizing good ideas from previous brainstorming.
- Share ideas you noted in your P&P Assignments for Stunde 2, 3 & 4, and new ideas that come to you now
- Develop some of the above ideas
- **Write the ideas you want to remember/think more about in your Google Doc** (remember the Tools > Voice Typing option for recording ideas quickly!)

5. :50: Lehrer*in: Es ist NICHT zehn vor Sie dürfen NICHT gehen! [\[Für Lehrer*innen\]](#)

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 05-04) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or record a couple of ideas for fun :) For (1), record yourself working with [Quizlet](#) for 5 minutes, as you did for P&P 04-09. For (2), email your instructor to arrange a time to make up this Assessment!! For (3), skip A, answer the questions in B, record 6-10 sentences for C, and 6-8 sentences for D. For (4), (a) check your email to see if your instructor has assigned you to a group, and if so, contact your group or ask your instructor how you can contact them. Let your group know when you expect to be back in class. AND (b) record one or two or three ideas you have for the final role play. These can be the same ideas you wrote for P&P 5-2, 5-3 & 5-4, or new ones, or ideas you liked from the brainstorming in Stunde 2 & 3. Skip (5).

[Practice & Preparation für Modul 5, Stunde 5](#) (90 Minuten)

Modul 5, Stunde 5

0. Bevor wir anfangen:

- Was erklären Sie wem? Z.B.: Ich erkläre dir den Dativ; Ich erkläre meinem Vater das Internet; Ich erkläre meiner Lehrerin, warum Hausaufgaben eine schlechte Idee sind.
- Was bringen Sie wem? Z.B. Ich bringe meiner kranken Freundin*meinem kranken Freund eine Suppe; Ich bringe meiner Mitbewohnerin die Fernbedienung [=the remote]; Ich bringe dir ein Stück Pizza.
- Was zeigen Sie wem? Z.B. Ich zeige dir mein Zimmer; Ich zeige meiner Lehrerin*meinem Lehrer meine Hausaufgaben; Ich zeige meiner Familie meine Gefühle [=feelings]
- ODER: Dativpräpositionen: [Beispiele lesen](#)

1. :00: Kultur-Party! Discuss the [Kultur texts/videos for today](#), using the ["Facing Rows" format](#).

- Use this [Kultur-Party model](#).
 - **Lehrer*innen**: Alternate which side begins!
- Discuss text/video 1 with your first partner, text/video 2 with your second partner, usw., and your overall comments with your 7th and 8th partner
- At the end, your instructor will ask for volunteers to report on something interesting they heard, and any questions that came up.

2. :30: [Easy German: Flirting in Germany & Der Liebes-Guru](#)

3. :40: [Subordinating Conjunctions assessment practice](#)

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 05-05) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or record a couple of ideas for fun :) For (1), record TWO versions of the German dialog from the [Kultur-Party model](#). Speak both parts (make up your partner's responses). Also for (1), record one or two thoughts (in English) from your notes about each of the Kultur texts and videos. REMINDER: Your instructor will only be able to spot-check the PT work for completion ==> if you have questions about the Kultur texts/videos that you would like them to answer, send those in an email! For (2), read through the "Kontext" information on the overhead, then watch the two short clips from the video twice, then answer the questions about them. Then, scroll to the second page of the overhead and respond to the prompts. Spend no more than 5 minutes on each page of the overhead. For (3), read the instructions carefully, then record responses to the ten prompts. NOTE: You could first write out answers to these prompts for [P&P 5-6](#), and then record your responses.

[Practice & Preparation für Modul 5, Stunde 6 \(100 Minuten\)](#)

Modul 5, Stunde 6

0. Bevor wir anfangen:

- Was erklären Sie wem? Z.B.: Ich erkläre dir den Dativ; Ich erkläre meinem Vater das Internet; Ich erkläre meiner Lehrerin, warum Hausaufgaben eine schlechte Idee sind.
- Was bringen Sie wem? Z.B. Ich bringe meiner kranken Freundin*meinem kranken Freund eine Suppe; Ich bringe meiner Mitbewohnerin die Fernbedienung [=the remote]; Ich bringe dir ein Stück Pizza.
- Was zeigen Sie wem? Z.B. Ich zeige dir mein Zimmer; Ich zeige meiner Lehrerin*meinem Lehrer meine Hausaufgaben; Ich zeige meiner Familie meine Gefühle [=feelings]
- ODER: Dativpräpositionen: [Beispiele lesen](#)

1. :00: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 5-6](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

3. :10 oder :15: Discuss AMDs using the ["Facing Rows" format](#).

- Discuss (auf Englisch) what you did / what you wrote for your AMD.
- **Be sure to share the sentence you wrote in German - auf Deutsch!**
- At the end, your instructor will ask for volunteers to report on something interesting they heard.

4. :25: Look ahead at logistics for [P&P 5-8](#) (Role Play Script Draft)

5. :26: Rollenspielgruppen: Brainstorm role play ideas! Share ideas you noted in your P&P Assignment, and new ideas that come to you now, and develop/repeat ideas your group has previously discussed.

- Record your ideas in the Google Doc your group created in Modul 5, Stunde 4. If your group didn't have time then to create a shared Google Doc, create one now. [See the instructions in Modul 5, Stunde 4!](#)

6. :30: [Writing/Grammar Assessment practice](#)

- We will work through this BACKWARDS in class as follows:
 - **Only the grammar assessment will count towards passing/failing this assessment** BUT we will correct what you write for the writing assessment, and will give you a few minutes in class [Modul 5, Stunde 9] to discuss the reasons for the corrections with a partner. We encourage you to ask/email your instructor about any corrections for which you are unsure of the reason!
 - :30: Partner*innen: Brief brainstorming for the Writing Assessment
 - :35: Write (or use Google Voice Typing to dictate!) a draft for the Writing Assessment in your class Google doc.
 - :40: Grammar Assessment. *Model answers are at the end of the doc if we don't get to all of the items!*

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 05-06) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or optionally record answers to the questions about the current weather (present tense) and yesterday's weather. For (1), record responses to the ten prompts. You could either read the answers to these prompts that you wrote for [P&P 5-6](#), or you could record your response to each item spontaneously, then check what you wrote for that item and correct what you said if necessary. For (2), email your instructor to arrange a time to make up this Assessment!! For (3), try saying a few Denglish sentences about what you did for your AMD, for fun 😊. For (4), record one or two or three ideas you currently have for the final role play. For (5) Look at the logistics outlined at the end of [P&P 5-8](#), but don't record anything. For (6), record your answers to the prompts on the practice sheet, including your draft for the writing assessment. Depending on how confident you feel about this task, you can either spontaneously record your responses, OR you can complete [P&P 5-7](#) first (this asks you to complete the practice worksheet), and then record your responses.

Practice & Preparation für Modul 5, Stunde 7 (95 Minuten)

Modul 5, Stunde 7

0. Bevor wir anfangen:

- Was erklären Sie wem? Z.B.: Ich erkläre dir den Dativ; Ich erkläre meinem Vater das Internet; Ich erkläre meiner Lehrerin, warum Hausaufgaben eine schlechte Idee sind.
- Was bringen Sie wem? Z.B. Ich bringe meiner kranken Freundin*meinem kranken Freund eine Suppe; Ich bringe meiner Mitbewohnerin die Fernbedienung [=the remote]; Ich bringe dir ein Stück Pizza.
- Was zeigen Sie wem? Z.B. Ich zeige dir mein Zimmer; Ich zeige meiner Lehrerin*meinem Lehrer meine Hausaufgaben; Ich zeige meiner Familie meine Gefühle [=feelings]
- ODER: Dativpräpositionen: [Beispiele lesen](#)

1. :00: Compare notes from your vocab practice for [P&P 5-7](#). Try to translate the sentences your partner wrote down, and/or work with other materials they included. Help each other as needed: helfen Sie einander!

2. :07: [May Ayim: fragezeichen](#)

3. :15: [Janosch Seite 28-35](#)

4. :35: Continue brainstorming für das Rollenspiel. Look at the logistics for the role play draft in [P&P 5-8](#), and start typing - fangen Sie an zu tippen!

- If your group didn't have time yet to create a shared Google Doc, create one now. [See the instructions in Modul 5, Stunde 4](#).
- The instructions for P&P 5-8 ask you to type *Wir sind hier!* into your draft when you start the 60-minute timer ==> no need to type that now; just type it at the beginning of the doc when you start the 60-minute session later.
- **If your group has already completed the role play draft assignment** (z.B. if you are in the evening section and Stunde 7 & 8 fall on the same day), use this time to add to your draft!
- **Wichtig: The P&P 5-8 assignment asks you to work on your draft for 60 minutes. THIS IS ALL YOU NEED TO DO!** Es ist kein Problem if you don't have a finished draft at the end of that time, or if you make changes to your draft plan later!
- **If working on the draft for 60 minutes before Stunde 8 will not be possible logistically for your group**, let your instructor know **now (in class)** when your group will be able to complete the draft!
- **Wichtig: If a member of your group is absent, email them the times when those of you who are in class can meet to work on the draft before Stunde 8.** If they have been absent longer, **email them the link to the Google doc your group created** (in case they didn't see the notification from Google that you shared the doc with them), and/or consult with your instructor on how/whether you can contact them!
- [Modul 6 Vokabelliste: Expressions for fun](#) 😊

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 05-07) **and submit a recording as follows:** Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or optionally record answers to the questions about the current weather (present tense) and yesterday's weather. For (1), make up and record one or two more Was passt nicht? Fragen AND the answer(s) for it/them (i.e. create and record one or two new questions that you didn't already write for your P&P 05-07 Assignment). For (2), do your best to read the first verse of the poem with good pronunciation (stop at: wenn du mich küßt), then do your best to translate the entire poem. If you are not finished after 8 Minuten, move on to (3). For (3), respond to the prompts on the overhead as follows: For A, just read the three Conversational Past sentences you wrote about Janosch Seite 1-35 for P&P 5-7. For each item in B, record the full statement, then quickly scroll to the answers, correct your answer if necessary, then do the next item in the same way, usw. Finally, read the dialogue in C. For (4), look for an email from your group and let them know when you are available to meet. Follow the link in the email to the Google doc your group created and shared with

you. Record yourself reading what your group wrote, and record any thoughts/ideas you have about what your group wrote.

Practice & Preparation für Modul 5, Stunde 8 (105 Minuten)

Modul 5, Stunde 8

0. Bevor wir beginnen ([Modul 4 review](#)): [Wie ist das Wetter heute/Wie war das Wetter gestern?](#)

- Ist es warm/kalt? Schneit es? Regnet es? Scheint die Sonne? Ist es bedeckt [overcast], wolzig [cloudy] oder heiter [partly cloudy/clear]?
- War es gestern warm/kalt? Hat es gestern geschneit? Hat es geregnet? Hat die Sonne geschienen? War es bedeckt [overcast], wolzig [cloudy] oder heiter [partly cloudy/clear]?

1. :00: Writing/Grammar Assessment

- Wenn Sie schnell fertig sind, arbeiten Sie mit [Quizlet!](#)

2. :15: Partner*innen: "Vokabelinterview" questions from [P&P 5-8](#)

- Für jede Frage: **Erst**: go through the meanings of the vocabulary words in **bold** font and any vocabulary in italics from earlier modules. **Dann**: ask each other the question: Stellen Sie einander die Frage!
- Wenn wir Zeit haben: Expand on a few of your answers!

3. :25: ["Was macht für dich eine gute Freundschaft aus?" Das antworten Jugendliche...](#)

- [Info für Lehrer*innen](#)

4. :45: Rollenspielgruppen: Brainstorm role play ideas and/or plan logistics for writing the script [see [P&P 6-2](#)]

- [Modul 6 Vokabelliste: Expressions for fun](#) 😊

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 05-08) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or optionally record answers to the questions about the current weather (present tense) and yesterday's weather. For (1), email your instructor to arrange a time to make up this Assessment!! For (2) record TEN of the sentences you wrote for your P&P Assignment. (If you wrote fewer than ten, make up as many additional sentences as you need to in order to get to ten 😊). For (3), use the navigation bar on the left to move efficiently between the different parts of the overhead. Begin by reading the Vokabeln section out loud (just the German). Then record your response to the "Diskussion" prompt [besonders wichtig=especially important]. Then work your way through the questions/bullets. For each bullet, do your best to answer the question, then scroll quickly to the answers to check your answer, and correct yourself if necessary. Click on the links to play the relevant clips. **Spend no more than 20 minutes total on (3)!** For (4), contact your group to let them know when you expect to be back in class, and to find out what plans your group has made for writing the script. No need to record anything for this part.

[Practice & Preparation für Modul 5, Stunde 9](#) (100 Minuten)

Modul 5, Stunde 9

Bevor wir anfangen: Lehrer*in "testet" Vokabeln mit [Quizlet](#) in Shuffle mode

1. :00: Individuell: Go through your instructor's corrections of the writing portion of the Modul 5 WGA! **Ask your instructor in or after class, or in an email, about any corrections you don't understand!**

2. :03: [Vokabelübersetzungsfeuerwerk](#)

- Die ersten 4 "bullets" machen alle zusammen; danach Partner*innen/Dreiergruppen!

3. :10: Modul 5 Vocab Assessment 2 (see the Canvas Assignment for this for details!)

4. :20: Discuss the [Frankfurt am Main videos and texts](#) you watched/read for today. Use the ["Facing Rows" format](#).

- For each new partner, say "Ich habe am _____ Geburtstag. Was schenkst du mir?" [==> Ich schenke DIR...] and react with an expression from [Die zweite Liste](#) 😊
- Then ask each other: *Was möchtest du in Frankfurt sehen oder tun?* (Respond auf Deutsch!!)
- Then go on to discuss in English/Denglisch what you found interesting in the article/video you chose for this "round"

5. :35: [5th oral assessment practice](#). Note the link to the [Index Cards your instructor will give you to refer to during the Assessment!](#)

- Your instructor will make available a signup for choosing partners and a time for this assessment.
- **Wichtig:** Your instructor will talk a bit about backchanneling, and model what we mean (on the index cards) by the *mhm* backchannel sound. They will say a few sentences about their penguin and give you the opportunity to react. If they forget, remind them!!

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 05-09) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), read through your instructor's corrections of the writing portion of the Modul 5 WGA and record your thoughts about a few of them, z.B. "I want to remember to move the conjugated verb to the end after als and weil; it's ich BIN gerannt because rennen is all about motion; I want to remember to use the Dative after mit; I need to remember to use a past participle for the Conversational Past, not the infinitive of the verb." **[if you have questions about the corrections, remember to send those in an email, since your instructor will only be spot-checking the PT work for completion!]**

For (2), record your translations of the sentences (stop after 10 minutes even if you are not finished!).

For (3), email your instructor to arrange a time to make up this Assessment!!

For (4), simulate two versions of the Geburtstag dialogue (including making up a birthday for your partner, and varying the presents and reactions for the two dialogues)

....AND record your response (auf Deutsch!) to "Was möchtest du in Frankfurt sehen oder tun?"

...AND share in English a few things you found interesting in the videos and texts about Frankfurt that you watched/read for today.

For (5), follow the instructions for Section A of the [P&P 05-09 Assignment](#).

[Practice & Preparation für Modul 6, Stunde 1](#) (120 Minuten)

Modul 6: Heimaten, Gemütlichkeit, Feiern: Wann fühlen Sie sich wohl?

Modul 6, Stunde 1

Für Lehrer*innen

Vor :00: Work informally with the [5th oral assessment practice](#) prompts

1. :00: Partner*innen: Compare your annotated [Modul 6 Vocab Overviews](#) (your marked-up paper copy).
 - Time permitting, share some of what you wrote for sections II-B and II-C of [P&P 6-1](#)
 - If you weren't able to do the Assignment yet, join another pair and listen in!
2. :08: [Vokabelübersetzungsfeuerwerk](#)
 - Die ersten 4 "bullets" machen alle zusammen; danach Partner*innen/Dreiergruppen!
3. :20: [Wann, wo und warum fühle ich mich wohl?](#)
4. :40: Rollenspielgruppen: Work on your scripts!
 - If your script is complete and you already have feedback on it from your instructor, work on your revisions!
 - If it would not be productive to work on your script right now, work on the [5th oral assessment practice](#).
5. :47: Your instructor will ask you to repeat [the "Vokabeln für das Museum" at the top of this handout](#), which we will use at UMMA in Stunde 6-2. "Wiederholen Sie!"
6. :49: **Slightly higher cutoff for the first vocab assessment in Modul 6 (7 von 10 statt 6 von 10)**: Because the [Modul 6 Vokabelliste](#) is so much shorter than the others, the cutoff for passing the first vocab assessment in Modul 6 will be **7 von 10 statt 6 von 10!**

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 06-01) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!***

For (1), set a timer for 10 minutes, and allocate the time in whatever way feels productive between one, two, or all three of the following; stop when your timer goes off even if you aren't done:

- (a) Read in order all the items you marked as easy, then all the items you marked as medium, then those you marked as hard;
- (b) Read the connections you wrote down for some of the "medium" items for part II-B;
- (c) Read what you wrote for some of the "hard" items for II-C.

For (2), record your translations of the sentences (stop after 12 minutes even if you are not finished!). For (3), record at least 2 or 3 responses to each prompt (for No. 4, form one sentence each for (a) through (g)). Your responses should be complete sentences; remember to use the Dative as needed (z.B. Ich fühle mich in meinEM Bett wohl; ich fühle mich auf DEM Diag wohl; Musik von Jay-Z gefällt mir; Bilder von Albrecht Dürer gefallen mir). Stop after 20 minutes even if you are not finished! For (4), contact your group and confirm whether/when you will be available to work with them on the role play script assignment (P&P 6-2). **Contact your instructor if your group may need more time for the script e.g. because you are ill.** Open the Google doc your group has been working in, go to File > Version History to see what changes/additions your group made in class today. If you have any ideas for adding to/modifying the script, make comments in the doc, and record what you wrote. **If you don't**, spend 3 minutes simulating both parts of the dialog for the Modul 5 Oral Assessment. For (5), record yourself reading the "Vokabeln für das Museum" at the top of the handout. No need to record anything for (6).

Practice & Preparation für Modul 6, Stunde 2 (120 Minuten)

Modul 6, Stunde 2

[Für Lehrer*innen](#)

If possible (z.B. based on the museum's opening hours), sections will meet today in [the University of Michigan Museum of Art \(UMMA\)](#). The link goes to UMMA's "Visit" page; in case you have not been to the museum, you can see what it looks like, and scroll down for a map. **Meeting point: in front of the gift shop** - vor dem Souvenirladen.

Look/Listen for information from your instructor on whether to meet at UMMA, or whether your section will meet in your regular classroom and do a virtual museum visit at the Museum Folkwang in Essen instead!

[Plan and Handout for UMMA Visit](#)

[Plan and Handout for virtual tour of Museum Folkwang in Essen](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 06-02) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Work with the [Plan and Handout for virtual tour of Museum Folkwang in Essen](#). **Set a timer when you start work, and stop after 50 minutes, even if you have not completed all the tasks listed below!** (a) For the first page of the handout, record yourself reading the text to the right of the map. Use Google Translate/DeepL if the meaning of any part of this text is unclear to you. (b) Next, record yourself reading the vocabulary at the top of the second page (just the German, not the English translations). (c) Read through the navigation/logistics section quickly. No need to record anything. (d) Take a look around the museum foyer as described in (0A) at :05, and record your response to the question: "Gefällt Ihnen das Foyer?" [Review P&P 06-01 if you are unsure what this question means!] (e) Follow the instructions in (0B) at :06. Record a couple of sentences each for (1), (2) and (3). In each case, say which work you are referring to (for this part, just look at the works the filmstrip takes you to directly, for which it shows you the title and artist info). (f) Follow the instructions in (4) at :16. Record four sentences. As with (e), say which work you are referring to for each sentence, and again, just look at the works the filmstrip takes you to directly, for which it shows you the title and artist info. (g) Talk about two works as described in the instructions in (5) at :21. As with (e) and (f), say which works you are referring to, and again, just look at the works the filmstrip takes you to directly, for which it shows you the title and artist info. (h) Talk about two works as described in the instructions in (6) at :26. Same logistics as for (e), (f), (g). (i) Finally, follow the instructions in (7) at :33. Record yourself clicking through the filmstrip to decide what you want to talk about (i.e. use the suggested phrases, or others, to talk to yourself about what you see; no need to specify which works you are talking about for this part. Choose a work to talk about for which a name and artist are given, OR use Denglisch or English to describe for your instructor which work you are going to talk about. Then record your short description of, or story about, that work. See the instructions in this part of the handout for ideas!

[Practice & Preparation für Modul 6, Stunde 3](#) (100 Minuten)

Modul 6, Stunde 3

0. Bevor wir anfangen:

- Was klingt gut? Eine Reise nach D/A/CH? Urlaub [=vacation] am Meer? Urlaub in einer großen Stadt (Berlin, Wien, New York, Shanghai, Paris, Rom, Mumbai...)? Eine Woche ganz allein an einem schönen Ort?
- Was ist der Sinn des Lebens? Vielen Mitmenschen ["with-humans" ==> fellow human beings] zu helfen? Das Leben zu genießen? Viel Zeit mit der Familie und mit Freund*innen zu verbringen? 42? Keine Ahnung?

1. :00: Partner*innen: Take turns sharing Beispielsätze you selected for [P&P 6-3](#).

- If S1 shares a sentence, S2 tries to say what it means, and S1 helps as needed.

2. :15: [Meine Zukunft: Ich werde / Ich werde wohl...](#)

3. :25: [Janosch Seite 36-41](#)

4. :45: Rollenspielgruppen: Your instructor will hopefully give your group feedback on your role play script soon. Ideally, you will submit your revised script for [P&P 6-4](#). Make plans AUF DEUTSCH for the logistics for getting together virtually or physically in order to work on the revisions, and/or to rehearse (**proben**) for performing your role play in Stunde 7.

- Hast du am Montagabend Zeit? Am Wochenende? Am Sonntagmorgen? Am Freitagnachmittag?
- Treffen wir uns auf Zoom oder auf dem Campus?
- Passt!
- [Für Lehrer*innen](#)

5. :50: Lehrer*in: Es ist NICHT zehn vor Sie dürfen NICHT gehen!

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 06-03) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or record a couple of responses for fun :) For (1), for each question, record the meanings of all the vocabulary words in bold font or italics, then record your answer(s) to the question. Finally, say a bit more about your answers to TWO of the questions (z.B. Meine beste Freundin sagt oft "Keine Sorge", weil sie optimistisch ist). For (2), record 4 statements for A and for for B. For (3), respond to the prompts on the overhead as follows: Skip A; For each blank in B, record the full sentence, then quickly scroll to the answers, correct your answer if necessary, then do the next item in the same way, usw. Do the same for C (note the link to the Basic Chart that you can use for reference). Skip the "Wenn wir Zeit haben" parts of C, or record a few responses for fun. Skip D, or record a few sentences for fun. For (4), email your group (ideally auf Deutsch) to discuss logistics for revising and resubmitting your role play script (ideally as part of [P&P 6-4](#)) once you have feedback on your script from your instructor. Skip (5).

[Practice & Preparation für Modul 6, Stunde 4](#) (110 Minuten)

Modul 6, Stunde 4

0. Bevor wir anfangen:

- Sie wohnen im 3. Stock [=the 4th floor!] und es gibt keinen Aufzug/Fahrrstuhl. Ist das gut, schlecht, oder egal?
- Wem können Sie für gute Dinge in Ihrem Leben danken, und warum?

1. :00: Partner*innen: "Vokabelinterview" questions from [P&P 6-4](#)

- *Für jede Frage: **Erst***: go through the meanings of the vocabulary words in **bold** font and any vocabulary in italics from earlier modules. ***Dann***: ask each other the question: Stellen Sie einander die Frage!
- Wenn wir Zeit haben: Expand on a few of your answers!

2. :10: Modul 6 Vocab Assessment 1 (see the Canvas Assignment for this for details!)

- **Nicht vergessen: Because the Modul 6 Vokabelliste is so much shorter, the cutoff for passing this vocab assessment is slightly higher: 8 out of 10 rather than 7!**

3. :15: [Final Cumulative Vocabulary Quiz practice](#)

- [Für Lehrer*innen](#)

4. :30: [Case Review](#)

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 06-04) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or record a couple of ideas for fun :) For (1), record yourself working with [Quizlet](#) for 5 minutes, as you did for P&P 05-09. For (2), email your instructor to arrange a time to make up this Assessment!! For (3), record your answers to all the questions (set a timer and stop if you are not done after 15 minutes!). For (4), set a timer for 20 minutes, make a copy of the overhead, and record yourself doing as much as possible of the following three tasks: (a) highlight in yellow all the verbs (for the recording, say each verb as you highlight it) (b) highlight in blue all the (pro)nouns brought into the text by prepositions. In each case, say the preposition and the (pro)noun. (c) Now decide on the case of each noun, and record your reason in each case.

[Practice & Preparation für Modul 6, Stunde 5 \(90 Minuten\)](#)

Modul 6, Stunde 5

0. Bevor wir anfangen:

- Was war dieses Semester in den Kultur/Reise Texten und Videos besonders interessant?

1. :00: [Wie hältst du dich glücklich?](#)

- [Für Lehrer*innen](#)

2. :10: Kultur-Party! Discuss the [Kultur texts/videos for today](#), using the ["Facing Rows" format](#).

- Use this [Kultur-Party model](#). **Note that after talking about the text/video for that round, you will also talk *briefly* about what interested you overall in the Kultur texts/videos this semester.** You can give the same answer in each round, or vary your responses!
 - **Lehrer*innen:** Alternate which side begins!
- Discuss text/video 1 with your first partner, text/video 2 with your second partner, usw., and your overall comments with your 7th and 8th partner
- At the end, your instructor will ask for volunteers to report on something interesting they heard, and any questions that came up.

3. :40: **Rollenspiel:** Rehearse with your group.

- **If you are still working on revisions**, use this time to **briefly** plan logistics for completing the revisions (try to do this auf Deutsch!!), and then to rehearse parts of your role play that will not change too much. You should spend a minimum of 5 minutes actually rehearsing, to get a feel for how it will feel to perform your script - **mit Gefühl!!**

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 06-05) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

*Skip (0), or record a couple of ideas for fun :) For (1), begin by playing the indicated segments of the video (pause the recording while you do this). Then record yourself listing as much as you can of what you remember from the video, using German where possible, and English where you remember the meaning but not how it was expressed in German. Finally, respond to the question "Wie hältst du dich glücklich?" Expand on your response a bit, as you would have in class. For (2), record TWO versions of the German dialog from the [Kultur-Party model](#) (i.e. until the first "Was war interessant?"). Speak both parts (make up your partner's responses). Also for (2), record one or two thoughts (in English) from your notes about each of the Kultur texts and videos. REMINDER: Your instructor will only be able to spot-check the PT work for completion ==> if you have questions about the Kultur texts/videos that you would like them to answer, send those in an email! For (3), record yourself for 10 minutes, reading your group's script in its current form. Read all parts. 10 minutes should be enough time for you to read the whole script twice, possibly even three times. Do your best to read the dialogue **with good pronunciation und mit Gefühl/dramatisch!** When you are done, **contact your group** to let them know when you are available to meet virtually or in person in order to rehearse!*

[Practice & Preparation für Modul 6, Stunde 6](#) (105 Minuten)

Modul 6, Stunde 6

0. Bevor wir anfangen:

- Welche Vokabeln von diesem Semester magst du besonders? [Keine Ahnung?? 😊]
- Welche Vokabeln von Modul 1-6 vergisst du immer wieder [=again and again]?

1. :00: [Was gehört für dich zu einem glücklichen Leben?](#)

- ODER: Welche Kultur/Reisen-Texte und Videos waren dieses Semester besonders interessant?
- ODER: Was war Ihr Lieblings-AMD dieses Semester?
- ODER: Ask each other the vocab quiz questions you wrote for [P&P 6-6](#)

2. :10: Discuss AMDs using the ["Facing Rows" format](#).

- Discuss (auf Englisch) what you did / what you wrote for your AMD.
- **Be sure to share the sentence you wrote in German - auf Deutsch!**
- At the end, your instructor will ask for volunteers to report on something interesting they heard.

3. :20: [Janosch Seite 42-48](#)

4. :35: [Grammar Assessment practice](#)

- **Since the semester is ending, this Assessment can only be re-taken ONCE!**
- :35: Teil A; :41 Teil B; :43: Teil C

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 06-06) **and submit a recording as follows:** Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or optionally record some answers for fun. For (1), use Denglich to describe your favorite AMD of the ones you did in the first five modules this semester, AND use Englisch or Denglich to say which was your favorite of the AMDs your classmates described to you in the AMD discussions this semester **ODER** For (1), read the vocabulary on the [Was gehört für dich zu einem glücklichen Leben?](#) overhead out loud, then do your best to translate the list (a-i) of things the speakers in the video mention. Then pause the recording, and watch the video once without stopping (**SKIP** Mila (2:03-2:48) and **STOP** at 3:32, as indicated on the overhead). Then watch the video again, and this time pause the video after each speaker and record your best guess as to which items on the list are important to them (most speakers mention 2 things, e.g. Livio mentions (c) & (d)). Finally, say what is important for you. **Spend 10 minutes or less on this part** (i.e. on all of (1)). For (2), try saying a few Denglich sentences about what you did for your AMD for today, for fun 😊. For (3), record yourself reading the dialogues in (A) (mit Gefühl!!!), then for (B), read the 100 words you wrote about Janosch for P&P 6-6. Finally, say 4 or 5 sentences about the book, using the ideas in (C). For (4), record your answers to the prompts on the practice sheet. Depending on how confident you feel about this task, you can either spontaneously record your responses, OR you can complete [P&P 6-7](#) first (this asks you to complete the practice worksheet), and then record your responses.

[Practice & Preparation für Modul 6, Stunde 7 \(110 Minuten\)](#)

Modul 6, Stunde 7

0. Bevor wir anfangen: Üben Sie für das Rollenspiel (alleine oder zusammen mit Ihrer Gruppe)!

1. :00: Rollenspiel performances 😊 Logistics:

- Your instructor will split the class into 3 groups of 3-6 students, with 1 person (or 2) from each role play group in each of the groups.
- **Before** each group performs, the person(s) from the performing group tell(s) their big group auf Denglisch what they should know before the performance, and what they should listen for.
 - In particular, this would be the time to let the group know any words in the script that are important to understand but that we have not covered in the course (z.B. die Ampel = traffic light might be an important group if your script includes jaywalking). It may also be worth mentioning one or two words that we **have** covered but that not everyone might remember, if they are important for following the plot.
- **After** each group performs, the person(s) from the performing group asks their group one or two comprehension questions (auf Denglisch) to make sure the group understood the key parts of the role play, and the group gives the person(s) from the performing group feedback about what they enjoyed in the performance, and asks any questions they may have about the performance.
- **Then** the above cycle begins again for the next performance.
- Your instructor will grade your performance based on [the role play performance rubric](#).

2. Wenn wir Zeit haben: Work in small groups to ask each other the final vocab quiz questions you wrote for [P&P 6-7](#).

3. Wenn wir VIEL Zeit haben: Quizlet Live (Modul 1-6)

- [Link für Lehrer*innen](#)
- [Link für Studis](#)

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 06-07) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!*

Skip (0), or optionally record answers to the questions about the current weather (present tense) and yesterday's weather. For (1), record yourself reading your group's entire script, with appropriate emotion and good pronunciation, TWICE, **AND contact your group and your instructor to let them know how you are doing and whether you expect to be able to perform the role play in the next class hour** (if not, your instructor will work with you and the rest of your group to figure out a solution). For (2) and (3), record yourself working with [Quizlet](#) for 10 minutes, just German > English. Choose whichever Quizlet sets feel most productive for you to work with.

[Practice & Preparation für Modul 6, Stunde 8](#) (105 Minuten)

Modul 6, Stunde 8

0. Bevor wir beginnen (**Modul 4 review**): [Wie ist das Wetter heute/Wie war das Wetter gestern?](#)

- Ist es warm/kalt? Schneit es? Regnet es? Scheint die Sonne? Ist es bedeckt [overcast], wolzig [cloudy] oder heiter [partly cloudy/clear]?
- War es gestern warm/kalt? Hat es gestern geschneit? Hat es geregnet? Hat die Sonne geschienen? War es bedeckt [overcast], wolzig [cloudy] oder heiter [partly cloudy/clear]?

1. :00: Grammar Assessment

- **Since the semester is ending, this Assessment can only be re-taken ONCE!**

2. :10: Discuss the [Stuttgart & Tübingen videos](#) you watched for today. Use the ["Facing Rows" format](#).

- **For each new partner, ask einander Wie geht's? and use "Ich werde..." to tell einander one thing you plan to do after the semester ends. React with an expression from [Die zweite Liste](#) - seien Sie nett 😊**
- Then ask each other: *Was möchtest du in Stuttgart und Tübingen sehen und/oder tun?* (Respond auf Deutsch!!)
- Then go on to discuss in English/Denglisch what you found interesting in the article/video you chose for this "round"
- **For the third round**, discuss what you especially liked/found interesting in the Modul 1-5 travel texts and videos.

3. :25: Time to perform any role plays that could not be performed in Stunde 7 (same logistics as in Stunde 7!)

- **If there are no role plays to perform**, or if the performances take weniger als 15 Minuten, use the remaining time to play Quizlet Live (Modul 1-6)
 - [Link für Lehrer*innen](#)
 - [Link für Studis](#)

4. :40: Time to fill out course evaluations. Your instructor will leave the room.

- **If you have already completed your evaluation, or if you finish before the end of the class hour, use the remaining class time to work with [Quizlet](#)!**

Participation Tasks (PT): *If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 06-08) and submit a recording as follows:* Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

Skip (0), or optionally record answers to the questions about the current weather (present tense) and yesterday's weather. For (1), email your instructor to arrange a time to make up this Assessment!!

For (2), simulate two versions of the Wie geht's? ...Ich werde... dialogue (including making up responses for your partner, and varying the responses for the two versions)

...AND record your response (auf Deutsch!) to "Was möchtest du in Stuttgart und Tübingen sehen oder tun?"

...AND share in English a few things you found interesting in the videos about Stuttgart & Tübingen that you watched for today AND a few things you especially liked/found interesting in the Modul 1-5 travel texts and videos.

For (3), record yourself working with [Quizlet](#) for 15 minutes, just German > English. Choose whichever Quizlet sets feel most productive for you to work with. For (4), fill out the course evaluation and tell your instructor in the recording that you did so (but don't tell them what you wrote 😊)

[Practice & Preparation für Modul 6, Stunde 9](#) (75 Minuten)

Modul 6, Stunde 9

Bevor wir anfangen: Lehrer*in "testet" Vokabeln mit [Quizlet](#) in Shuffle mode

1. :00: Quizlet Live (Modul 1-6)

- [Link für Lehrer*innen](#)
- [Link für Studis](#)

2. :10: Final Cumulative Vocabulary Quiz

- From the Kursinfo: The percentage score from this quiz will contribute 5% to your final course grade. If your score on this quiz is below 60%, you can choose to ask your instructor to set up a time for an additional attempt. You would see a different version of the quiz for the second attempt, and the average of your two percentage scores would feed into your final course grade.

3. :30: Was werden Sie in den Ferien tun? In den kommenden Jahren? Werden Sie D/A/CH besuchen? Dort leben/arbeiten? Was werden Sie tun, damit Sie sich immer wohl fühlen?

4. :40: Was war dieses Semester besonders interessant? Was hat Spaß gemacht?

- ...in Deutsch 101
- ...in Ihrem Leben!

Nicht vergessen: Final deadline for assessment re-takes, late P&Ps and PT recordings for participation credit after classes end: Mittwoch, 10.12. um 5 Uhr!

Participation Tasks (PT): If you missed all or part of today's class, find the A&P Assignment for this class hour (Canvas > "Assignments" > scroll down to "Undated Assignments" > A&P 06-09) and submit a recording as follows: Go through what you missed in the list above (see details in next paragraph). Record yourself speaking. Make up names and responses for your partners as needed. Use the Canvas Media Recorder or upload a recording. Camera use optional. **Your instructor will only spot-check your recording for completion ==> if you have questions, send an email or ask in the next class!**

For (1), record yourself working with [Quizlet](#) for 10 minutes, just German > English. Choose whichever Quizlet sets feel most productive for you to work with.

For (2), **email your instructor ASAP to arrange a time to make up this Quiz!! Your instructor may enter final course grades as soon as the grade submission interface becomes available, and will enter a score of 0 for you for this quiz if they have not heard from you by then!**

For (3), record your responses to the questions.

For (4), record 2 oder 3 Sätze, or more if you have more ideas 😊

Entspannen Sie sich ["de-tense yourself," i.e. relax] und genießen Sie die Ferien (1000 Minuten 😊)