

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

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

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
 - Subsequent Vocab Assessments also use the same format, but the second Vocab Assessment in Modul 2-5 will have 20 items, 10 testing the current module, and 10 testing the previous ones
 - In Modul 6, the Final Vocab Quiz replaces the second Vocab Assessment
- 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](#)
- [Final Cumulative Vocabulary Quiz practice](#)

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 We no longer use this video, but it is a great model for how to describe all stages of a trip, and includes lots of Conversational Past examples
- **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**
- ["Was macht für dich eine gute Freundschaft aus?" Das antworten Jugendliche...](#) We no longer use this activity, but it is good listening practice on the topic of friendships
- **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?](#)

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](#)

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. 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](#)
 - **OPTIONAL**: [Impuls Deutsch: Dativpräpositionen](#): Uses the conventional alphabetical order: **aus, außer, bei, mit, nach, seit, von, zu** To the tune of Strauss's [Donauwalzer](#)
 - **OPTIONAL**: [Smarter German: Dative Prepositions](#) Goofy video; uses the odd order **von, aus, nach, mit, zu, bei, seit**; inexplicably omits **außer**, mentions **ab** at the end, which we will learn in Modul 7
- **Outline**: [Subordinating Conjunctions, Indirect Questions, and Infinitive Clauses](#)
 - **OPTIONAL**: [Smarter German: weil-song](#) Intolerably "cringe," or helpfully memorable? Cute ending ("weil wir dich lieben")
- [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](#)
- 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).
- **OPTIONAL:** Easy German: [Talking about the Future in German](#). **SKIP 3:24-4:27** (membership ad). **STOP at 7:45.**
- [Verb Forms, Modul 1-6](#)

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!](#)
- [M04S8 Cocktailparty!](#) - ALTE VERSION We no longer use this version of this overhead, but you could work through it on your own!
- [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 Meine Familie](#)

- [M05S1 Meine Familie: Was weiß ich?](#)
- [M05S1 Meine Familie: weil & obwohl](#)
- [M05S2 Die neue Freundin / Der neue Freund](#)
- **[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](#)
- [M05S5 Meine Familie: Wozu habe ich Lust?](#)
- [M05S7 May Ayim: fragezeichen](#)
- [M05S7 Janosch Seite 28-35](#)
- [M05S8 Aussprache \(Zungenbrecher!\)](#)
- [M05S8 Döner mit Allem](#)
- ~~[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:

- [M06S2 Plan and Handout for UMMA Visit](#)
- [M06S2 Plan and Handout for virtual tour of Museum Folkwang in Essen](#)
- [M06S3 Die Zukunft](#)
- [M06S3 Janosch Seite 36-41](#)
- [M06S4 Final Cumulative Vocabulary Quiz practice](#)
- ~~[M06S4 Case Review](#)~~ We no longer use this overhead, but you could work through it on your own!
- [M06S5 Vokabelübersetzungsfeuerwerk](#)
- ~~[M06S5 Wie hältst du dich glücklich?](#)~~ We no longer use this overhead, but you could work through it on your own!
- [M06S5 Kultur Diskussion](#)
- [M06S5 Wann, wo und warum fühle ich mich wohl?](#)
- ~~[M06S6 Was gehört für dich zu einem glücklichen Leben?](#)~~ We no longer use this overhead, but you could work through it on your own!
- [M06S6 Janosch Seite 42-48](#)
- [M06S6 Cocktailparty mit Tiger und Bär!](#)
- [M06S7 Rollenspiel-Cocktailparty!](#)
- [M06S9 Unsere letzte Cocktailparty!](#)

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 1-8 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: [Facing Rows](#): Kultur-Party! Discuss the [Kultur texts/videos for today](#)

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

- 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: [Facing Rows](#): Practice for the [Modul 1 Oral Assessment](#).

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: Partner*innen: [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: Partner*innen: 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: Partner*innen: [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: Partner*innen: [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: Partner*innen: [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: Partner*innen: [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](#) ("Facing Rows").

- [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: Facing Rows: 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: Facing Rows: Discuss the [Leipzig & Dresden videos and texts](#) you watched/read for today.

- 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: Partner*innen: [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: Partner*innen: [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](#) ("Facing Rows").

- [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!**) ("Facing Rows").

- 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: Facing Rows: 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 P&P 3-7 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 interessant.

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: "Facing Rows": Discuss the [Hamburg videos and texts](#) you watched/read for today.
 - 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: Partner*innen: [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](#) ("Facing Rows").

- [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). Then, 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), proceed as follows:

- pause the recording, watch the video once, then read the vocabulary in the bullet points,
- watch the video again, and read the vocabulary one more time.
- Re-start the recording and play the video a third time, this 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), set a timer for 5 minutes.

- Follow the instructions to find a train ticket from Flughafen Frankfurt Fernbahnhof to München and answer the 3 questions about it on the overhead.
- Then follow the instructions for the fourth question. Record yourself thinking through what some of the words mean.
- If your timer has not gone off yet, follow the instructions to find flights on the *flug.ideal* site, and answer the questions in the first TWO bullet points.

For (4), set a timer for 10 minutes. Try to respond to the prompts in each bullet point

- For the food question, answer both *was* and *wo*; *wo* actually comes first. Beispiele: Ich habe in der Mensa Labskaus gegessen, und als Nachtisch Rote Grütze; Ich habe an einem Imbiss Currywurst gegessen; Ich habe zu Hause Aalsuppe und Grünkohl gegessen.
- If you finish before your timer goes off, go back to the beginning and respond to the prompts again, for fluency practice. Keep going until your timer goes off.

Practice & Preparation für Modul 4, Stunde 6 (90 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 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: 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.

2. :10: Facing Rows: 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: [Das Wetter](#) (genau wie in Stunde 4-4):

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

4. :25: Partner*innen: Freewriting: Ein Tag in Hamburg: Take turns sharing what you wrote for [this part of P&P 4-6](#).

- S1 liest ihren*seinen Text Satz für Satz [=one sentence at a time]. S2 sagt nach jedem Satz: Ich verstehe ODER Was bedeutet das?
- Nach 2 ½ Minuten, switch: S2 liest, und S1 sagt: Ich verstehe ODER Was bedeutet das?

5. :30: [Writing/Grammar Assessment practice](#)

- We will work through this BACKWARDS in class as follows:
 - :30: Write (or use Google Voice Typing to dictate!) a draft for the Writing Assessment ("Ein Tag in Hamburg") in your class Google doc.
 - :40: Negation: follow the **"For practice in class"** instructions on the practice sheet!

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)

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 Denglich sentences about what you did for your AMD, for fun 😊.

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), read aloud what you wrote for [this part of P&P 4-6](#).

For (5), record your answers to the 8 negation practice items on the practice sheet, and 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 4-7 first (this asks you to complete the practice worksheet), and then record your responses.

[Practice & Preparation für Modul 4, Stunde 7 \(80 Minuten\)](#)

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 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: 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!

2. :10: [Janosch Seite 12-19](#)

- Es gibt viele Aktivitäten auf dem Overhead ==> Your instructor will choose which ones to do!

3. :30: [Das Wetter](#)

- :30: Partner*innen: Besprechen Sie (2)-(7). **Antworten Sie in ganzen Sätzen!**
- :38: Lehrer*in zeigt das Wetter in der neuesten Episode der [Tagesschau in 100 Sekunden](#). Was verstehen wir?

4. :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).

For (1), set a timer for 10 minutes. Read and translate the sentences you wrote down, and/or work with other materials you included.

For (2), set a timer for 20 minutes and 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., your timer goes off

For (3), set a timer for 8 minutes (do the Tagesschau task after the timer goes off!). Respond to questions (2)-(7) on the overhead. 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 10 minutes. Record yourself reading the instructions, and record answers to the Wie sagt man? questions as they come up. Then, improvise a 2-person version of the role play (parent & teenager) until your timer goes off. If you run out of ideas, repeat the role play from the beginning, for fluency practice; keep repeating it until your timer goes off.

[Practice & Preparation für Modul 4, Stunde 8](#) (80 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 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: 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: Aussprache: [Mannis Gedichte für Lola](#)

- The link goes specifically to the Aussprache part of the doc with the poems. To see all the poems, scroll up!
- Lola hört diese Gedichte und rennt zu Manni. Wir hoffen, Sie mögen sie [=die Gedichte] auch 😊

4. :33: [Noch einmal Lola und Manni](#)

- 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!
- If you both understand everything, go through the Conversational Past forms in the text one more time - noch einmal: explain the choices of haben vs sein; look at the past participles, and say if the verbs are strong or weak, note where the "ge-" is and why ("normal" verb ==> in front; separable verb ==> in the middle; inseparable prefix verb OR -ieren verb ==> kein "ge-")

5. :40: [Cocktailparty!](#)

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), follow the link. For each poem, do your best to pronounce the words in the bullet points above the poem. Then read the entire poem twice, focusing on correct pronunciation, and on the flow of the phrases.

For (4), set a timer for 7 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 the text completely, say so and skip this part!)

For (5), set a timer for 10 minutes. Follow the instructions on the overhead to improvise both parts of an imaginary conversation with a classmate.

- If you run out of ideas before your timer runs out, re-start the conversation from the beginning, for fluency practice. Keep going until your timer goes off.

- *If you get stuck and are curious how to say something, use a translator. If you do this, record yourself dictating the phrases you want to translate to the translator, and playing the audio of the translation, then record yourself saying the translation and continuing the conversation.*

Practice & Preparation für Modul 4, Stunde 9 (75 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: "Facing Rows": Discuss the [München videos and texts](#) you watched/read for today.

- 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: Preview of [Subordinating Conjunctions](#), and of [P&P 5-1](#)

- Your instructor will go through the outline with you interactively, providing a few additional simple examples.
- Working in pairs, you will then use the remaining class time to go through the beginning of the "Lolas Traum" text in P&P 5-1, looking at the **verb position** in the **subordinate clauses** and **indirect questions** (conjugated verb at the end of the clause), and in the **infinitive clauses** (**zu** + infinitive at the end of the clause), and contrasting it with the verb position in the **main clauses** in this text.
- You will also see a number of examples of subordinate clauses **preceding** "their" main clauses. Note how in these cases, the main clause begins with the conjugated verb, as if the subordinate clause were "**position 1**" for this main clause.

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](#) (75 Minuten)

Modul 5: Familie, Freund*innen und Gender

Modul 5, Stunde 1

0a. Bevor wir anfangen: Was haben Sie gestern gemacht?

0b. 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. (If there was time for a [Vor- und Rückschau day](#) this semester, your instructor may have handed this out already!)

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 I-B and I-C of [P&P 5-1](#)
- If you weren't able to do the Assignment yet, join another pair and listen in!

2. :08: Partner*innen: [P&P 5-1: Lolos Traum](#): 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 **conjunctions and/or verbs in bold print**

2a. :20: **Subordinate Clauses, Indirect Questions and Infinitive Clauses:**

- Look at the examples in the text (**in bold type**) of today's grammar, i.e. **Subordinate Clauses, Indirect Questions and Infinitive Clauses** (in all of which you will see the verb(s) at the end of the clause). Note the meanings of the conjunctions, and notice how they move the conjugated verb to the end. **Translate the clauses into English word for word, to get a feel for them!**
 - Your instructor will very briefly review the [Subordinating Conjunctions, Indirect Questions, and Infinitive Clauses](#) outline with you, just enough to remind you what these three kinds of clauses look like.
- Note the "regular" word order in all of the other clauses (main clauses), with the conjugated verb in position 2
- Ask your instructor any questions that occur to you as you do this!!

3. :30: [Meine Familie](#)

4. :35: [Meine Familie: Was weiß ich?](#)

5. :42: [Meine Familie: weil & obwohl](#)

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 8 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 I-B;
- (c) Read what you wrote for some of the "hard" items for I-C.

For (2), set a timer for 12 minutes. Referring as needed to the vocabulary you translated in [section II-D of P&P 5-1](#), 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 10 minutes. Go through the clauses **with words in bold font** in order. For each clause, say whether it is a Subordinate Clause, an Indirect Question, or an Infinitive Clause. Then do your best to translate the clause literally word for word (to get a "feel" for the verb position in these clauses). When you're not quite sure what your word-for-word translation actually means, try to translate the clause into "normal" English. 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 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 7 minutes even if you are not finished!); talk about a different (real or imaginary) relative for each item.

*For (5), record at least 8 statements about different (real or imaginary) relatives. Remember to use **weil** or **obwohl** in each statement!*

Practice & Preparation für Modul 5, Stunde 2 (100 Minuten)

Modul 5, Stunde 2

0. Bevor wir anfangen:

- Was haben Sie gestern gemacht?
- Was schenken Sie mir? / Was schenkst du mir?
- Eine Frau in Ihrem Leben (Mutter, Schwester, Freundin). Was schenken Sie ihr? Ein Mann in Ihrem Leben (Vater, Bruder, Freund) Was schenken Sie ihm? Warum?
- 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. :08: Partner*innen: [P&P 5-2: Lolas Traum](#): Was verstehen wir? *Wo will der Text lustig [=funny] sein?*

- Refer as needed to [the vocabulary you translated in section II-D of P&P 5-1](#)!
- Your instructor will be circulating. Ask them for help with any sentence you are unsure of!
- Work quickly; focus especially on the sentences including **Dative forms in bold print**

2a. :18: **indirect objects**:

- :18: Look at **all bolded items** in the text. Decide which ones are **indirect objects** (nouns/pronouns by themselves) and which ones are **Dative prepositions and their objects** (Dative prepositions followed by a noun/pronoun in the Dative).
- :21: Go through the phrases with indirect objects. For each one, decide:
 - Was ist das Verb?
 - Who or what is "doing" this verb (i.e. which noun/pronoun is Nominative)
 - Who or what is "being verbed" (i.e. which noun/pronoun is the direct object, in the Accusative)
 - Who or what is benefiting from/receiving the action (this is the bolded Dative noun/pronoun)

2b. :24: **Dative prepositions: aus, außer, bei, mit, nach, seit, von, zu**:

- Go through all the phrases with Dative prepositions. Notice the Dative forms of the articles (der/das/die, ein/eine, possessive articles) and pronouns. Refer to the [Basic Chart](#) as needed!
- Do your best to translate each preposition+noun/pronoun pair, and the clause that includes it

3. :30: [Die neue Freundin / Der neue Freund](#)

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

5. :45: Gruppen von 3 oder 4: Brainstorm role play ideas **auf Englisch!** 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), 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. Referring as needed to the vocabulary you translated in [section II-D of P&P 5-1](#), translate as much of the text as you can. **Begin where you left off in class in Stunde 5-1 (or in your attendance recording for Stunde 5-1).** 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 timers and work for three minutes each on the two indicated tasks

For (2b), set a timer for 6 minutes. Do your best to translate each preposition+noun/pronoun pair, and the clause that includes it.

For (3), set a timer for 10 minutes and respond to the prompts (including the ones in the "Wenn wir Zeit haben" section.

- *If you are able to respond to all the prompts before your timer goes off, go back to the beginning and respond to the prompts again, for fluency practice. Keep going until your timer goes off.*

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. **Use Denglisch.** These can be the same ideas you wrote for P&P 5-2, or new ones.*

Practice & Preparation für Modul 5, Stunde 3 (85 Minuten)

Modul 5, Stunde 3

0. Bevor wir anfangen:

- Was haben Sie gestern gemacht?
- Was schenken Sie mir? / Was schenkst du mir?
- Eine Frau in Ihrem Leben (Mutter, Schwester, Freundin). Was schenken Sie ihr? Ein Mann in Ihrem Leben (Vater, Bruder, Freund) Was schenken Sie ihm? Warum?
- 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. :10: [Kenne ich das oder weiß ich das?](#) (2 Minuten Seite 1, 8 Minuten Seite 2)

- Seite 1: **kennen** oder **wissen**?
 - Which verb do we use to say we know or are familiar with a person, a city, a song etc.? (I know + noun/pronoun)
 - Which verb do we use for sentences with a comma, such as: I know, that...; I know, how to...; No one knows, where...?
- Seite 1: Review present tense and past participles of **kennen & wissen**
- Seite 2: Form sentences based on the prompts (start with the ones you wrote at home, then make up more!)

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

4. :40: Gruppen von 3 oder 4: Brainstorm role play ideas **auf Denglisch!** Share ideas from your P&P free-writing, and new ideas that come to you now, and develop/repeat ideas from Modul 5, Stunde 2!

5. :45: [Cocktailparty für Millionär*innen!](#)

6. :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), read what you wrote for [part III-B of P&P 5-3](#). 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. Answer the 2 **kennen** oder **wissen** questions (refer to the overhead if you're unsure!); then record yourself reading the Present Tense conjugations of **kennen** and **wissen** at the end of the first page of the overhead. 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). If time remains, record some more statements, or repeat some of the ones you made already (for fluency practice)

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 a few ideas you have for the final role play, **auf Denglisch**. These can be the same ideas you wrote for P&P 5-2 & 5-3, or new ones, or ideas you liked from the in-class brainstorming in Stunde 5-2.

For (5), set a timer for 5 Minuten and record yourself saying both parts of the dialogs you would have had in class. For the first two prompts, your responses should look like: "Ich habe mir _____ gekauft"; "Ich kaufe dir _____" Keep talking until your timer goes off. If you run out of ideas, repeat ideas you recorded already (for fluency practice).

For (6), record the following mini-dialog with yourself: "Ich bin noch nicht fertig, nicht wahr? Doch, jetzt bin ich fertig." Then try to say what it means auf Englisch!

Practice & Preparation für Modul 5, Stunde 4 (80 Minuten)

Modul 5, Stunde 4

0. Bevor wir anfangen:

- Was haben Sie gestern gemacht?
- Was schenken Sie mir? / Was schenkst du mir?
- Eine Frau in Ihrem Leben (Mutter, Schwester, Freundin). Was schenken Sie ihr? Ein Mann in Ihrem Leben (Vater, Bruder, Freund) Was schenken Sie ihm? Warum?
- 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 group's 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!**
- Brainstorm role play ideas **auf Denglisch!** Share ideas from your P&P free-writing, and new ideas that come to you now, and develop/repeat ideas you liked from Modul 5, Stunde 2 & 3!
- **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 10 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.
- (b) record a few ideas you have for the final role play, **auf Denglisch**. 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 5-2 & 5-3.

For (5), record the following mini-dialog with yourself: "Ich bin noch nicht fertig, nicht wahr? Doch, jetzt bin ich fertig." Then try to say what it means auf Englisch!

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

Modul 5, Stunde 5

0. Bevor wir anfangen: Brainstorm role play ideas!

ODER:

Sie sind der*die interessanteste Student*in der Welt [in the world]. You don't always eat, drink, read usw. but WHEN you eat, drink, read (usw.), you eat, drink, read (usw.) something interesting 😊

Beispiele:

trinken ==> Ich **trinke** nicht immer, aber **wenn** ich **trinke**, **trinke** ich Mineralwasser.

essen ==> Ich **esse** nicht immer, aber **wenn** ich **esse**, **esse** ich [Quark](#).

lesen ==> Ich **lese** nicht immer, aber **wenn** ich **lese**, **lese** ich [Kafka](#).

Ideen: essen, trinken, lesen, Musik hören, singen, YouTube Videos gucken, fahren [==> einEN X fahren], zocken, googeln
[==> Ich **google** nicht immer...]

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

- 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: [Meine Familie: Wozu habe ich Lust?](#)

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), set a timer for 10 minutes; stop when it goes off, even if you are not done.

- Read through the "Kontext" information on the overhead, then watch the first of the two short clips from the video twice, then answer the first four questions. Then watch the second clip twice, and answer questions 5 & 6.
- 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 notes and examples. 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.

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

Modul 5, Stunde 6

0. Bevor wir anfangen: Sie sind der*die interessanteste Student*in der Welt [in the world]. You don't always eat, drink, read usw. but WHEN you eat, drink, read (usw.), you eat, drink, read (usw.) something interesting 😊

Beispiele:

trinken ==> Ich **trinke** nicht immer, aber **wenn** ich **trinke**, **trinke ich** Mineralwasser.

essen ==> Ich **esse** nicht immer, aber **wenn** ich **esse**, **esse ich** [Quark](#).

lesen ==> Ich **lese** nicht immer, aber **wenn** ich **lese**, **lese ich** [Kafka](#).

Ideen: essen, trinken, lesen, Musik hören, singen, YouTube Videos gucken, fahren [==> einEN X fahren], zocken, googeln [==> Ich **google** nicht immer...]

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.

2. :09: Partner*innen: Discuss your Roxxem-AMD **auf Denglisch**:

- Take turns (Wechseln Sie sich ab); work through one song at a time:
- S1: Say the name of the song and who it was by (*Ich habe ____ von ____ gehört*)
- ...and how you liked it (*Es war geil/wyld/der Hammer/langweilig...; Es war ein cooles/gutes/schlechtes Lied*)
- ...and how much you could understand (*Ich konnte alles/viel/ein bisschen/nur ein paar Worte verstehen*)
- ...and share a few lines you understood
- S2: Respond to each line by translating, or say "Ich verstehe" (for simple lines), or "Was bedeutet das?"
- Switch roles to work on the next song
- *Wenn Sie Zeit haben*: look at the full lyrics of one or two songs and try to figure out the meanings of a few more words/phrases/lines. Don't use a translator, but do ask your instructor if you have Fragen!

3. :19: Look ahead at logistics for [P&P 5-8](#) (Role Play Script Draft)

4. :20: Rollenspielgruppen: Brainstorm role play ideas **auf Denglisch**! Share ideas from your P&P free-writing, and new ideas that come to you now, and develop/repeat ideas you liked from earlier brainstorming!

- Try to improvise some dialog!
- Record good 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!](#)

5. :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: Grammar Assessment. *Model answers are at the end of the doc in case 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 record a couple of ideas for fun :)

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

For (2), set a timer for 10 minutes. For each of the three songs you listened to, say the name of the song, how you liked it, how much you understood, and read a few of the lines you understood. Note the phrases provided in the instructions for

(2) above to help you with this. Then go back to your favorite of your three songs in Roxxem, scroll down to the full lyrics, and try to figure out what a few more of the lines mean. Use a translator as needed to help you, or to confirm your guesses.

For (3) Look at the logistics outlined at the end of [P&P 5-8](#), but don't record anything.

For (4), record a few ideas you have for the final role play, **auf Denglisch**. These can be the same ideas you wrote for earlier P&Ps, or new ones, or ideas you liked from the in-class brainstorming. **Also:** **contact your group** to let them know how you are doing and when you expect to be back in class.

For (5), 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 (90 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](#)

ODER:

Sie sind der*die interessanteste Student*in der Welt [in the world]. You don't always eat, drink, read usw. but WHEN you eat, drink, read (usw.), you eat, drink, read (usw.) something interesting 😊

Beispiele:

trinken ==> Ich **trinke** nicht immer, aber **wenn** ich **trinke**, **trinke** ich Mineralwasser.

essen ==> Ich **esse** nicht immer, aber **wenn** ich **esse**, **esse** ich [Quark](#).

lesen ==> Ich **lese** nicht immer, aber **wenn** ich **lese**, **lese** ich [Kafka](#).

Ideen: essen, trinken, lesen, Musik hören, singen, YouTube Videos gucken, fahren [==> einEN X fahren], zocken, googeln [==> Ich **google** nicht immer...]

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!

- **Do as much as you can auf Deutsch**; use English words here and there as needed so you can keep going. The more you work auf Deutsch now, the easier it will be to write and perform the final version - and you will know which ideas work with the German you know, and which ones don't!
- 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**, 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 record a couple of ideas for fun :)

For (1), set a timer for 10 minutes. Read and translate the sentences you wrote down, and/or work with other materials you included.

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 (or ask for the link if the email did not include it!). Record yourself reading what your group wrote, AND your thoughts/ideas about what your group wrote AND any additional ideas you have for the role play. Do this auf Deutsch as much as possible, but use English as needed so you can keep going.

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. :20: [Aussprache](#) (Zungenbrecher)

3. :26: 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!

4. :35: [Döner mit Allem](#) 😊

- [Für Lehrer*innen](#)

5. :42: Rollenspielgruppen:

- **Auf Deutsch/Denglisch:** Brainstorm/Improv-Perform role play ideas
- **Auf Deutsch:** Plan logistics for writing the script (see [P&P 6-2](#))
 - Wann hast du Zeit?
 - Ich muss am Samstagabend für Physik lernen, aber vor 6 Uhr habe ich Zeit
 - Ich gehe am Samstag zum Football-Spiel, aber danach habe ich Zeit
 - Sonntags schlafe ich lange, aber ab 11 Uhr habe ich Zeit
 - Treffen wir uns auf Zoom oder auf dem Campus?
 - Ich kann einen Zoom-Link für uns machen
 - Was ist deine Handynummer? Oder ist Email besser als SMS? Oder Instagram? (Was ist dein Instagram/dein Instagram-Name?)
- [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), 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 (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. Ein Tag allein mit Taylor Swift wäre für mich am besten, weil ich ein Über-Swiftie bin. Sie ist der Hammer!, usw.).

For (4), 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 (5), set a timer for 4 minutes and record yourself improvising possible role play ideas and dialog **auf Deutsch**. Do your best - remember you can include any idea you or your group has already discussed, as well as new ideas, ideas you overheard in class from other groups, etc. If you are at a loss, scroll up in the sidebar of this doc and look for the "Overheads" section. Record yourself reading through the titles until you find one that gives you an idea. Click on that one, record some more, usw., until your timer goes off. Then contact your group and let them know **auf Deutsch/Denglisch**

when you expect to be back in class, and to find out what plans your group has made for writing the script. Note the sample phrases you could use in the plan above!

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

- 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!!
- [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 05-09) 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 7 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

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: Partner*innen: [P&P 6-1: Extr@ auf Deutsch](#): 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 **Dative forms in bold print**
- 2a. :20: **Dativ: Dative Verbs, Dative Expressions, and Modul 5 Review:**
 - Look at the Dative nouns/pronouns in the text (**in bold type**). For each one, determine WHY it is Dative. Choose from the five options (a) - (e) listed in the P&P (above the text).
 - Ask your instructor any questions that occur to you as you do this!!
3. :30: Dativ-Ausdrücke - Dative Expressions. [Follow this link to the "Dativ-Ausdrücke - Dative Expressions" section of the P&P](#). Choose the correct answers without referring to your completed P&P.
 - **UND: Was bedeuten die falschen Antworten auf Englisch?**
4. :37: 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 (8 von 10 statt 7 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 **8 von 10 statt 7 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 8 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 6-1](#), 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 10 minutes. Go through the **Dative nouns and pronouns in bold font** in order. For each one, decide which of the following explains why it is in the Dative:*

- a. Does the noun/pronoun follow a Dative preposition (**aus, außer, bei, mit, nach, seit, von, zu**)?
- b. Does the noun/pronoun follow a two-way preposition indicating its location, or the location of an action (**in, an, auf**; we will learn more of these spatial prepositions in Modul 7!)?
- c. Is the noun/pronoun the beneficiary/recipient of the action, i.e. is it the indirect object of a verb? If so, which verb?

- d. Is the noun/pronoun the object of a **Dative verb** (today's grammar: **danken, gefallen, gehören, glauben, helfen, passen, wehtun**)? If so, which verb?
- e. Is the noun/pronoun part of a Dative expression (today's grammar: Es geht mir gut, Mir ist langweilig, Mir ist heiß, Mir ist schlecht, Das tut mir leid, usw.)? If so, which expression?

Suggested procedure: look first to see if a preposition directly precedes the Dative noun/pronoun. If so, (a) or (b) applies and you can move on to the next bolded noun/pronoun. If not, look for the verb, i.e. the verb in the same clause as the bolded noun/pronoun. Then decide who is "doing" the verb, who it is being done to, and who, if anyone, it is being done for. This should help you choose between (c) and (d). While deciding between (c) and (d) in this way, keep in mind the possibility that the noun/pronoun is part of one of the Dative expressions listed in (e). Once you have decided between (c), (d) and (e), move on to the next bolded noun/pronoun.

For (3), go through the list once to choose the correct answer for each item (refer to the linked model answer as needed if you are stuck, or unsure of your answer). Then go through the list one more time and say what the incorrect response means for "I'm fine," "I'm feeling sick," and "That's embarrassing for me."

For (4), do both of the following:

- 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), but note the info!

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](#) (80 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.
- **Then S1 & S2 jointly create one or more variations of the sentence**, before moving on to the next one

2. :10: [Die Zukunft](#)

- 15 Minuten sind vielleicht nicht genug Zeit für alle Aktivitäten auf diesem Overhead ==> Ihr Lehrer*Ihre Lehrerin will choose what to focus on

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), read the Beispielsätze you chose, and say what they mean in English. If you're unsure, look up the meaning. For each sentence, record a variation, i.e. make a small change to the sentence, and say what your new sentence means.

For (2), set a timer for 15 minutes. Read through the bullets under "Das Futur: Was muss ich wissen?" Then record 3-4 statements for each prompt ((A) - (F)). If the timer goes off before you are done, move on to (3).

For (3), set a timer for 20 minutes. Respond to the prompts on the overhead as follows:

- Skip (A).
- Read the overview at the beginning of (B). Then do your best to translate the two statements bulleted below "Interessantes Beispiel." Then, for each blank, 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 the blanks in (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.
- For (D), do your best to read the lines of dialog with appropriate emotion/intonation.
- Spend any remaining time recording Conversational Past statements for (E).

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 \(105 Minuten\)](#)

Modul 6, Stunde 4

0. Bevor wir anfangen:

- Sie wohnen im 3. Stock [=the 4th floor!] und es gibt keinen Aufzug/Fahrradstuhl. 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 and Conversational Past Review: Work with [the text from P&P 6-4](#) as follows:

- 5 Minuten: Partner*innen: Read through the text together to confirm what it means. Work quickly: how far can you get in 5 Minuten? Viel Spaß 😊
 - Ask for help if you get stuck or are unsure!
- 5 Minuten: Conversational Past: Partner*innen: Compare the Conversational Past verb pairs you highlighted (haben...gelebt, hat...gehört usw.). Can you find others? Did you highlight anything that is NOT part of a Conversational Past verb pair?
- 10 Minuten: Case Review: Compare your responses for this part of the P&P. Welche Fragen haben Sie?

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

For (3), set a timer for 15 minutes and work through the overhead as follows:

- For (A), read the text aloud, doing your best to insert the correct words into the blanks. When you are unsure, record what you are thinking!
- For (B), record your answers to all the questions

For (4), set a timer for 20 minutes, and follow the instructions above, sticking roughly to the indicated times. Since you cannot compare responses with a partner for the latter two bullets. just read your responses, and use any remaining time at the end to continue translating the text and/or to continue identifying Conversational Past verb pairs, whichever feels most productive to you!

[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: [Vokabelübersetzungsfeuerwerk](#)

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

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

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

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

For (2), proceed as follows:

- 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).
- 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!
- record yourself thinking aloud for a few minutes about which of the Kultur texts/videos you found besonders interessant dieses Semester (i.e. from Modul 1-6)

For (3), set a timer for 10 minutes, and record at least 2 or 3 responses to each prompt, until your timer goes off

- For No. 4, form one sentence for each bullet. 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).

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

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: [Janosch Seite 42-48](#)

2. :10: [Cocktailparty mit Tiger und Bär!](#)

3. :15: Facing Rows: Discuss (**auf Denglisch**) *what you did / what you wrote / what you understood* for your AMD.

- At the end, your instructor will ask for volunteers to report on something interesting they heard.

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

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

5. :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 06-06) 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), record yourself reading the dialogues in (A) (mit Gefühl!!), then use the ideas in (B) to say as much as you can about the book. Record **at least** 4 or 5 sentences.

For (2), set a timer for 5 minutes, and simulate one or more conversations you would have had at the "cocktail party," using the ideas on the overhead and any additional ideas you have. If you run out of ideas before your timer goes off, repeat some of the conversation(s) you already recorded, for fluency practice, until your timer goes off.

For (3), use your notes from [P&P 6-6](#) to describe what you did for your Listening AMD, and what/how much you understood. Form full sentences auf Deutsch, z.B. "Ich habe _____ gesehen; Ich habe viel verstanden; Hier ist, was ich verstanden habe: _____ (list everything you wrote down; do your best with Aussprache/pronunciation!); Ich möchte gern/nicht mehr davon sehen." Once you have recorded everything, repeat it two more times for fluency practice.

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.

For (5), set a timer for 10 minutes. Read your group's script in its current form. Read all parts. Keep going (i.e. when you finish, start over from the beginning) until your timer goes off. 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 7](#) (90 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: [Rollenspiel-Cocktailparty](#)

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).

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.** Your instructor will work with you and the rest of your group to try to figure out a solution).

For (2), set a timer for 10 minutes. Using the ideas on the overhead, simulate the following dialogues:

- Your role play character talking to someone who played Lola from Lola rennt
- Your role play character talking to someone who played der kleine Bär
- Your role play character talking to someone who played der kleine Bär
- If you finish all three before your timer goes off, repeat the above dialogues for fluency practice, until your timer goes off.

For (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 \(90 Minuten\)](#)

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

- **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, we will use the remaining time to [work with the Final Vocab Quiz Practice items you created für P&P 6-8](#).
 - If you were able to make a printout, use that (without writing on it, so you can re-use it with your next partner); otherwise share the link to your doc with your partner, or let them look at your screen.
- If you did not have time to complete this part of P&P 6-8 yet, work with your partner's practice item, and then use the time remaining before switching to new partners to [open the Modul 1-6 Quizlet](#), click the Shuffle icon, and quiz your partner (and yourself) on the cards that come up.

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..." dialog (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 **auf Denglisch** 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 (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: [Unsere letzte Cocktailparty](#): Die Zukunft, und was dieses Semester besonders interessant war 😊

Nicht vergessen: Final deadline for all 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), set a timer for 20 Minuten and proceed as follows:

- Record your own responses to the prompts.
- Then, until your timer goes off, record various imaginary dialogues you would have had if you had been in class.
- You can try to guess what some other students might really have said, or simply make up realistic or unrealistic responses for them.
- You can also record, and respond to, follow-up questions you might have asked your partners, or that they might have asked you.
- ...and you could include [reactions from Die zweite Liste](#).
- Viel Spaß 😊

Entspannen Sie sich ["de-tense yourself," i.e. relax] und genießen Sie die Ferien (1000 Minuten 😊)