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Office Hrs. Mon. Wed. 3:30PM---4:05PM or by appointment

**Course Title: Elementary German 101 (4 credits)**

01:470:101:04 M: 6: 4:30PM -5:50PM HH A5  
W: 6&7 4:30PM--7:30PM HH A3

**Fall 2009**

Days,Times Location: 101:04 M: : HH A5 4:30PM----5:50PM  
101:04 W HH A3: 4:30PM----7:30PM

. Course Description:

This course will introduce you to the language, accents, and cultures of German-speaking countries, using theme- related vocabulary, grammatical structures and authentic materials. You will practice speaking, writing, reading and listening to German. At the end of this semester, you will be able to communicate in German regarding the following situations: introducing yourself and giving personal information about yourself, your family, your professional and private life; talking about your daily activities at college and during your leisure time; having simple conversations/ small talk about the weather and your private life in formal and informal dialogues; describing people and objects; talking about your talents and obligations at home and at work; describing living arrangements; expressing wishes and feelings.

You will also learn about cultural perspectives, products and practices of German-speaking cultures and compare them to your own country. Some of the topics addressed this semester include geography and landscape; building styles and regional architecture; university studies and professional education, laws and regulations; and customs and holidays.

By the end of the semester, you will be able to use the German language to express present, past and future events in simple statements and questions by applying the vocabulary and grammar that you have practiced in class, at home and in the language lab.

*Taught in German*

**PREREQUISITES:** This course is designed for beginning students who have no prior knowledge of German

Coordinator: Dr. Silke Wehner Franco

*Course credits may be counted toward German minor/ major*

. Final Grade:

Class participation and attendance	20%
Homework (incl. written HW, Lab., web)	10%
Chapter tests and quizzes	25%
Essays (with corrected version)	10%
Oral final	10%
Written final	25% (students MUST take the final to receive credit in this course)

**Course grades as follows:**

A=90-100%; B+=85-89; B=80-84; C+=75-79; C=70-74; D=65-69; F=64 and below

. **Required texts:**

**Textbook:** Kontakte: A Communicative Approach. Ed. by Erwin Tschirner, Brigitte Nikolai, Tracy D. Terrell. Boston et al.: McGraw-Hill, 6th ed. 2009 (ISBN: 978-0-07-353533-3)

**Workbook:** Kontakte: Arbeitsbuch, (includes Audio Program). 6th ed. 2009 (ISBN: 978-0-07-335515-3)

Available at Rutgers Bookstore the Ferren Deck Mall in New Brunswick (across from train station)

Additional materials online: [www.mhhe.com/kontakte6](http://www.mhhe.com/kontakte6)

. **Attendance:**

All students must attend regularly and arrive prepared. Those who miss more than **two class sessions** without a compelling excuse (a doctor's or college dean's note, for instance) should expect a one-step reduction in the course grade (i.e. an A becomes a B+, a B+ becomes a B). Three late arrivals (over ten minutes) count as one absence. Note: It is the responsibility of students who have been absent (for any reason) to find out what they have missed and obtain materials that may have been handed out. Absences for reasons of religious obligation are excused; however, students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work according to an agreed-upon schedule. Exams and quizzes cannot be made up (missed quiz or exam grade=0).

. **Photocopies:**

Department photocopying fees add up quickly and impressively; we will therefore need to collect from each student 5 cents per page toward the cost of handouts other than the syllabus, quizzes and tests.

. **Plagiarism: paragraph about academic integrity and further explanation:**

Plagiarism is an extremely serious matter, and can lead to a student's failing the course and being referred to his or her dean for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Please see the University's policies on academic integrity at <http://teachx.rutgers.edu/integrity/policy.html>, and discuss with your instructor any questions you may have about this and related issues.

• **Additional information:**

**Cell phones and all other technological devices (beepers, iPods, MP3players...) must be turned off during class out of respect to the instructor and fellow students. Please schedule all important phone communications outside of class time.**

. **Requirements and assignments:**

**Homework assignments:** Homework, reading, and lab assignments are due on the day noted in the syllabus. \*\*Please check **SAKAI** for updates on all homework assignments. Late homework will not be accepted.

Additional homework not listed on the syllabus may be assigned in class by the instructor.

**Written assignments:** To practice your written language skills, you will write three essays during the semester (one every four weeks), of up to 150 words. Each essay will be written twice: your first version will be evaluated and commented on regarding content, comprehensibility, use of language, and accuracy. You are required to hand in a second, corrected version that will also be evaluated. The final grade for each essay will be the average of the first and second version. Your essays will be evaluated based on criteria that your instructor will share with you with the assignment.

**Language Lab:** You are required to go to the language lab at least once a week to complete the lab assignments. Be sure to sign in via the internet each time you visit; sign-in information is forwarded to your instructor each week and will be included in your grades. Rutgers-New Brunswick language labs can be found at the following locations:

CAC: Language Lab, 20 Seminary Place, room 119

Douglass: Ruth Adams Building, room 102

Livingston: Tillett Hall, room 202

The instructor reserves the right to make changes to the syllabus.

**Additional assistance:**

Students are encouraged to come to their instructor's office hours with any questions and problems pertaining to class. Any student who needs additional help should contact the LRC (Learning Resource Center) or the department's tutors as soon as possible. Additional practice is available at the conversation tables offered each semester at the Language Institute.

**Disability Support Services:**

Students who may be requesting accommodations due to disabilities are encouraged to familiarize themselves with procedures and policies regarding disability support services at the following website: <http://disabilityservices.rutgers.edu/>. It is recommended that students seeking accommodations begin filing paperwork as soon as possible as the documentation review process may take up to 30 business days. Students are encouraged to speak with teachers about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

Syllabus is subject to change: Check Sakai for UPDATES on all assignments:

Week/Date	Content	Materials
Week 1: Sept.2-4	<p><b>Einführung A and beginning of Einführung B</b> Introduction to course syllabus and expectations, to textbook and additional materials, incl. website activities and instructor's website where available; getting to know each other: <i>Begrüßung und Verabschieden</i>; small talk in German-speaking countries and the US: how to introduce yourself; use of formal "Sie" and informal "du" and giving basic personal information in German-speaking countries and the US; introduction to basic grammar structures: gender; the case system; personal pronouns; singular and plural in German;</p>	<p>Textbook: Einführung A: pp. 2-23</p> <p><b>A.2:</b> Wie heißen Sie? (deutsche und englische Vornamen); <i>Sie, du</i> and <i>ihr</i> (p. 6,7,18); <b>A.5.</b> Begrüßen und Verabschieden (p. 12/13, 17);</p> <p><b>A.1.</b> Use of instructions in the classroom: Aufforderungen (p. 4,5, 19): present as input and then have students repeat and use their own "Aufforderungen" with each other;</p> <p><b>A.3:</b> The German case system (ex.: clothing and "tragen"; (p. 8-10, 21/22)</p> <p><b>A.4.</b> grammatical gender in nouns and pronouns (p. 21/22)</p> <p>Due: Wortschatz: S. 17-18 S. 19-23: Übungen: 1-5 Arbeitsheft: S. 1---16</p>
Week 2: Sept.7-11	<p><b>Einführung B</b> Expressing and inquiring about origin/nationality; expanding personal information by talking about the family; small talk about the weather; common idiomatic expressions; How to ask yes/no questions with "sein" and "haben": Sind Sie/ Haben Sie..., bist du.../hast du...? Developing reading strategies (identifying cognates; statistical information; sentence structure, key information) with "So sehen sich die jungen Deutschen" and "Wetter und Klima"; Introduction to basic rules of pronunciation Review of Einführung A and B;</p>	<p><b>Input B.1./ B.2.:</b> identify classroom objects that you will use regularly, have students repeat after you and answer yes/no questions (Ist das ein...?); Das Klassenzimmer: objects with definite and indefinite articles in singular and plural (p. 26, 40, 41); <b>B.2./ B.3:</b> Beschreibungen mit mehr Adjektiven: das Äußere und der Charakter (p.24, 27-30); Comprehension check with <i>Teekesselchen</i>-game (review of adjectives, gender, haben and sein-forms); <b>B.5/ B.7.:</b> Die Familie (p. 30/31. 36/37) and possessive adjectives mein/dein (p. 47) <b>B.6.:</b> Woher kommen Sie? Expand with Videoecke and personal pair interviews;</p> <p>Due: Wortschatz: S. 38---39 Übungen 1-10: S.40-47 Quiz: Einführung</p>
Week 3:	<b>Kapitel 1: Wer ich bin</b>	<b>Introduction:</b> Was für eine Person bist du/ sind Sie?

<p>Sept. 14-18</p>	<p><b>und was ich tue:</b>  Expressing likes and dislikes with various verbs + "(nicht) gern"; word placement in German sentences and questions; talking about leisure time and professional life/ university; describing daily routines; basic verb conjugations and separate verbs;  Numbers in context: telling time (official time and colloquial time vs. the US);  Continuation of developing reading strategies with two longer texts about school and personal information;  <b>Please note:</b> the textbook publishers have developed several quia-quizzes for <i>Kapitel 1</i> (only): for <i>Wortschatz 1,2,3</i>; <i>Grammatik 1,2,3,4</i> and <i>Kultur</i> - you can assign these as homework, do them together in smaller classes, or go to the lab with your class</p>	<p>(what defines you as a p+erson: job/ family/ hobbies...); instructor models input; vocabulary in context: was studieren Sie? (p. 53-55 and more vocab. related to university studies, not only secondary school)  <b>1.1/1.2.</b> Present tense/ expressing likes and dislikes: input: describe what you like to do and don't like to do; then describe what other people like or don't like to do (with picture file or exercise p. 50/ 51; explanation p. 69-72); read text: <i>Die häufigsten Freizeitbeschäftigungen der Deutschen</i>, p. 52;  (also here: <b>1.4 and 1.6:</b> introduction of word order in statements and questions; p.74, 76/77)  <b>1.3. and 1.5.</b> your daily routine, incl. telling time and separable prefix verbs (p. 54, 56, 72-76)  <b>Additional practice:</b>  <b>Videoecke:</b> Tagesablauf (p. 66); <b>Videoblick:</b> Das Christkindl (good for question formation)  <b>Lektüre:</b> <i>Brief eines Internatsschülers</i> (p. 58-60), and <i>Guten Tag, ich heiße...</i> (p. 64/65)  <b>Informationsspiele</b> appendix A-3 and appendix A-13: <i>Auf dem Auslandsamt</i>; audiofiles and audioprogram  <b>Schriftliche Übung:</b> workbook, p. 58/59: Aufsatz-Training (how to write a letter)  <b>Interpretive activity:</b> Cartoon "Das Leben ist lebenswert" by Claire Bretecher (topic: education)</p>
<p>Week 4:  Sept. 21-25</p>	<p><b>Kapitel 1: Wer ich bin und was ich tue;</b>  More interpretive, interpersonal and presentational activities from DVD;  First essay in class (first version);  Correction of essay version 1 due;  <b>quiz</b> on <i>Wortschatz</i> and <i>Grammatik</i> of <i>Kapitel 1</i></p>	<p>Watch <i>Kapitel 1 Videoblick: Christkindl</i> with accompanying exercises from DVD supplements; expand with personal interviews among students (supplement, p. 152);  Assign the first essay question (choice of 2 topics) and have students write first essay in class;  Review <i>Kapitel 1</i> vocabulary and grammar with additional exercises from workbook and audioprogram/ audiofiles/ reading texts to prepare for first chapter exam;  write quiz for <i>Kapitel 1</i>;  <b>additional practice:</b>  Lektüre in workbook p. 56/57: <i>Kulturecke/ Wer weiß, gewinnt: Das Schulsystem in Deutschland</i>, and cultural comparison: <i>Urlaub und Feiertage im internationalen Vergleich</i></p>
<p>Week 5:  Sept.28- Oct.2</p>	<p><b>Kapitel 2 : Besitz und Vergnügen</b>  Expressing wishes with "möchten"; talking about things you possess and want to give to others; negating with "kein" and "nicht"; giving your opinion about taste and style using idiomatic expressions with "stehen" / "gefallen" "(nicht) gut finden"; expressing preference with comparative and</p>	<p><b>Input: 2.1. and 2.2. and 2.3</b> The accusative case/ the negative article "kein, keine, keinen"/ the verb "möchten"; context: shopping for new furniture (use authentic online or printed advertisements from stores, e.g. IKEA, BAUHAUS online). Was hast du in deinem Zimmer und was möchtest du gern? (p. 80, 82-84; 98-101);  Introduce the verb "brauchen" in this context → was brauchst du noch für dein Zimmer/ deine Wohnung? (<b>Situation 2</b>, p. 82);  Introduce prices/ review numbers: was kostet das (with authentic materials); then expand with  <b>Lektüre:</b> <i>Der Euro</i> (p. 81), incl. workbook p. 79;  Begin <i>Einladungen und Geschenke/ Wunschzettel: ich</i></p>

	<p>superlative forms of "gern"; Expressing possession with possessive adjectives</p>	<p>möchte/ ich brauche...; <b>Interpersonal communication:</b> on the telephone: how to invite people; how to write and read an invitation; idiomatic expressions (appendix A-13: Am Telefon); <b>Interpretive activity: Lektüre</b> "Ringe fürs Leben zu zweit" (p.85/86); expand with: presents for a wedding/ what clothing to buy / to wear at a wedding; <b>2.4.</b> possessive adjectives: How to give your opinion on taste and style. <i>Kleidung und Aussehen:</i> wie findest du meine/ ihren/ seinen...? (Seite 87-89, 101-103); <b>Videoblick</b> Kap. 2: Erste Berliner Fashion-Week, incl. supplementary materials for comprehension check; <b>Transfer to next grammar topic 2.5. (stem-vowel change verbs): Lektüre: Im Juli (p. 90-91);</b> accompanying exercise in workbook on page 80; expand by watching the trailer or a part of the movie; then personal questions: Was machen Juli und Daniel im Film? Und du? Fährst du auch gern Motorrad? Liest du gern? Schläfst du gern? Etc. <i>Einleitung "Vergnügen"</i> (p. 92): instructor models new vocabulary and grammar (use new verbs and also "lieber" from beginning on; then <b>Situation 13</b>, p. 92 (teacher + student model exercise, then student pair work; expand with "Umfrage" in class to get all students involved); <b>Lektüre:</b> Vergnügen (p. 93): Was ist für Sie am wichtigsten? (lieber/ am liebsten/ wichtiger/ am wichtigsten); Videoecke: Yvonne and Ulrike (p. 94/95); <b>Speaking: Bildgeschichte: Ein Tag in Silvias Leben</b> (p. 94; stem-vowel change verbs); accompanying exercises: workbook, p. 70-74); <b>2.5.</b> The present tense of stem-vowel changing verbs and <b>2.6.</b> Asking people to do things with the "du"-imperative: was machst du gern, was machst du lieber/ am liebsten? <b>Interpretive activity:</b> Cartoon "Freizeit" by Claire Bretecher (topic: pastimes)</p>
<p>Week 6: Oct.5-9</p>	<p><b>Kap. 2: Besitz und Vergnügen</b> Asking people to do things with the imperatives for "du", "Sie" (reviewed from Einführung A), "ihr"; Review Kapitel 1+2, exam #1</p>	<p><b>2.6.</b> asking people to do things: the imperative "du" (and "sie" and "ihr"; <b>Interpersonal communication:</b> Probleme, Probleme (p. 106/107); Review vocabulary and grammar from Kap. 1+2; administer exam for Kapitel 1+2</p>
<p>Week 7: Oct. 12-16</p>	<p>Review of Kap.1/2 Exam; <b>Kapitel 3: Talente, Pläne, Pflichten</b> Introduction to modal verbs in context: describing your talents and those of others with "können"; making plans ("wollen", "möchten"); expressing obligation, permission and necessity with "müssen", "sollen", "dürfen"; identifying</p>	<p><b>3.1.</b> the modal verbs können, wollen, mögen: instructor talks about his/her own talents or lack thereof and maybe uses pictures of famous people to talk about their talents (or lack thereof): kann (nicht)gut singen; Fußball spielen, schauspielern, reden, kochen, malen... und Sie? Was können Sie gut und was nicht? (use board or transparency for new forms of the verb and for various activities that describe talents); <b>Interpersonal communication:</b> p. 110: <b>Situation 1: Kochen</b> and p. 111: <b>Situation 2 and 3: Kannst du das?;</b> Explain meaning and use of "können" vs. "dürfen":</p>

	<p>compound nouns; Word order in dependent clauses; accusative case of personal pronouns</p>	<p>Was ist erlaubt und was nicht? (p. 130/131); <b>Videoblick Kapitel 2:</b> Handys in der Schule in Deutschland. Check comprehension with supplemental materials (p. 159/160); compare rules in Germany to schools and universities in the US. Discuss what is allowed and what not; make a list with your partner; present your list to the class; <b>Additional practice:</b> workbook p. 83-85) 3.2. The modal verbs "müssen, sollen, dürfen": talking about your obligations. (p. 115-117, 131/132); explain important difference between "nicht müssen (not having to do)" and "mustn't = nicht dürfen"; <b>Lektüre:</b> Jugendschutz (p. 118: was kann, darf, muss, soll man mit 16, 18, 21?; compare to the US; <b>Additional practice:</b> workbook p. 96-101; <b>Videoecke:</b> Juliane and Denis talk about their talents and obligations; check comprehension with exercise on page 127 and expand with idiomatic expressions used in interviews: Ich wünsche dir viel Spaß dabei...Viel Spaß! Wann sagt man das? Making plans with "wollen"/ "möchten"; additional practice: workbook, p. 86-87); <b>Lektüre:</b> Das Geheimnis der Küchenbank (p.112-114) (learning strategy: identifying compound nouns); <b>Lektüre:</b> Schuljahr und Zeugnisse (p. 126) → Fragen zum Text und: was kann dieser Schüler gut? was muss er machen? 3.3: accusative case: personal pronouns; instructor input with exercise on page 119: <i>Ach, wie nett!</i> Identify personal pronouns in sentences; then <b>Situation 9:</b> Minidialoge and explanation on page 133-135; <b>additional practice</b> in workbook on pages 88-89; <b>Interpersonal communication:</b> Situation 10 and Situation 11: Rollenspiel "In der Mensa"; Landeskunde-info: sharing tables in German restaurants; idiomatic expressions: Ist hier noch frei? Darf ich...? More <b>interpersonal practice:</b> Appendix A-13: In der Mensa; Introduction to next topic: 3.4 and 3.5: Körperliche und geistige Verfassung/ talking about feelings, <b>Interpretive activity:</b> Cartoon: "Der amerikanische Traum" by Claire Bretecher (topic: traveling/ use of modals)</p>
<p>Week 8: Oct. 19-23</p>	<p><b>Kap. 3: Talente, Pläne, Pflichten</b> Describing how you and others feel; Word order in dependent clauses; accusative case of personal pronouns; , quiz Kap. 3, Kapitel 4</p>	<p><b>Lektüre:</b> Die Pisa-Studie (p. 121-123); Interpersonal communication: <b>Informationsspiel</b> <b>Situation 13:</b> Was machen Sie, wenn...? (p. 124) and <b>Situation 14:</b> Interview: Wie fühlst du dich, wenn...? As well as <b>Situation 15:</b> Warum fährt Frau Ruf mit dem Bus? (p. 125)→use of "wenn"/ "weil" in dependent clauses; <b>Presentational activity:</b> write a poem (Haiku/ Quintaine)→ see p. 125 for model <b>Additional practice:</b> Aufsatz-Training: workbook, p. 98/99; Kulturecke: workbook, p. 97; written exercises in workbook: p. 91-92; listening exercises in audiofiles, audioprogram and workbook; pronunciation exercises in workbook <b>Assign second essay</b> (see some topics below);</p>

<p>Week 9: Oct. 26-30</p>	<p><b>Kapitel 4: Ereignisse und Erinnerungen:</b> Talking about things that happened in the past, using present perfect tense; talking about memories; talking about specific dates and times in the past, using time expressions, prepositions of time and ordinal numbers</p>	<p>corrections due two classes later</p> <p><b>Chapter opener:</b> painting on page 139 with questions, referring to childhood memories: <i>Was sehen Sie auf dem Bild? Wer hat das Bild gemalt? Wie alt ist der Maler/ die Malerin? Welche Farben sehen Sie? Welche Tiere sehen Sie? Was denken Sie über das Bild?</i> Expand with more personal questions to students: Was denken Sie: ist das ein Traum, eine Erinnerung aus der Kindheit, eine Fantasie...? → instructor can talk about his/her own dreams or about what he/she did over the weekend, using present perfect tense: "Heute Nacht habe ich geträumt, dass..."/ "Am Wochenende habe/ bin ich....." (write on board some common time expressions: am Wochenende, gestern, gestern Abend, letzte Woche, heute Morgen, ...) Open up to student conversation: Und Sie? Was haben Sie gestern/ am Wochenende...gemacht? (reihum Studenten fragen lassen); <b>introduction to 4.1. and 4.2 and 4.5.</b> (students may already want to use present perfect tense with "sein" and "haben" forms, <b>Instructor input: 4.1.</b> Der Alltag (p. 140) und <b>Situation 1:</b> Umfrage: Letzte Woche (p. 140); <b>interpretive activity: Situation 2:</b> Dialog "Das Fest" (p. 141); <b>interpersonal activity (pair work): Situation 3:</b> Das letzte Mal (p. 142) und <b>4.5.Ereignisse: Fragen auf Seite 154/155;</b> <b>Videoecke Kapitel 4:</b> Interviews mit Susann und Heike, accompanying exercise on page 157/158; <b>Lektüre: Aufräumen</b> (p. 143-145) (review of modal verbs, new forms with "werden", new vocabulary) → Follow reading strategy in book (incl. "Vor dem Lesen", "Arbeit mit dem Text", and "Nach dem Lesen"); assign role play to students to prepare for <b>presentational activity</b> :talking about a problem; also written practice: retelling the story in present perfect tense (partner/ group work in class, dividing up the story into paragraphs); <b>Cooperative activity:</b> Situation 5: Bildgeschichte: Familie Wagner am Strand (p. 146; use transparency); then Situation 7: Am Wochenende (p. 146/147) and "Umfrage" (p. 147) (or equivalent activity/Bingo); <b>Additional practice with present perfect tense:</b> textbook p. 161-164; workbook p. 103-110; <b>Introduction 4.3. and 4.4. Dates and ordinal numbers:</b> <i>Geburtstage und Jahrestage</i> (p.150-153); <b>Input</b> with illustrations/ transparency on p. 150, ordinal numbers and use of <i>am/im</i> in context; expand with personal questions: wann haben Sie/ hast du Geburtstag (teacher-student, then student-student activity), check comprehension: wann hat er/ sie Geburtstag? Explain giving dates in German: first day, then month. <b>Interpersonal activity/</b> pair work in controlled output: <b>Situation 10 and 11:</b> Informationsspiel und Erfindungen und Entdeckungen (p. 151, 152); More spoken practice/ output: interviews with other class members (based on Situation 12) <b>Lektüre:</b> Feiertage und Brauchtum (p. 153; cultural information about religious holidays in Europe and the US; cultural comparison); expand with more</p>
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		<p>content-related questions</p> <p><b>Interpretive activity: Videoblick Kap. 4:</b> Der Dresdner Bahnhof, with accompanying exercises from DVD supplements (p. 163, 164), was wissen Sie noch über Dresden? (Bsp.: Bombardierung 1945; Restaurierung der Frauenkirche; bekannte Autoren wie Erich Kästner; Museen, Oper...); maybe assign internet assignment to find out more about Dresden and present one aspect about its past in next class, in German, using present perfect; (also serves as introduction to historical topic of talking about past events → <b>Lektüre</b> "Das Wunder von Bern", p. 148/149.</p> <p><b>Additional practice:</b> workbook, p. 110-112; 118/119)</p>
<p>Week 10: Nov. 2-6</p>	<p><b>Kapitel 4: Ereignisse und Erinnerungen,</b> review for Kap. 3+4, chapter exam #2: Kap.3+4</p>	<p><b>Lektüre:</b> <i>Universität und Studium</i> (p. 156); Vor dem Lesen: ask personal questions at beginning of text, or assign questions as pair work; present results before reading the text; read the text in class or have students read text silently on their own, while jotting down differences regarding specific categories such as university fees (Studiengebühren), degrees (Studienabschlüsse), requirements (was braucht man? Voraussetzungen), age of students (Alter), origin/ nationality (Herkunft) of students in Germany and the US, etc. (write categories as table on board or provide worksheet);</p> <p><b>Additional practice:</b> workbook p. 118; Aufsatz-Training: workbook, p. 119-121; Review vocabulary and grammar (strong/weak verbs, participles without "ge-", time expressions, am/im) before chapter test 3/4</p>
<p>Week 11: Nov. 9-13</p>	<p>Review of chapter 3/4 exam; <b>Kapitel 5: Geld und Arbeit:</b></p> <p>Talking about shopping jobs and the workplace; talking about future career plans using "werden"; expressing likes and dislikes with "gefallen"; idiomatic expressions with dative</p>	<p><b>Topic: Geschenke und Gefälligkeiten; introduction:</b> <i>gehen Sie gern einkaufen? Wo und was kaufen Sie ein? Sind Sie schon mal um drei Uhr nachts in einem Supermarkt gewesen? Was haben Sie dort gekauft? Wann gehen Sie normalerweise einkaufen? →</i></p> <p><b>Lektüre:</b> Ladenschluss in Deutschland (p. 175); apply reading strategies: how to find key information (ask students to guess meaning for key vocabulary such as das Gesetz; der Laden, regeln/ hat geregelt; ask follow-up questions at the bottom of the text; Expand with more personal questions: Wo kaufen Sie ein, wenn Sie neue Kleidung/ Klamotten brauchen? Was kaufen Sie im Kaufhaus? Wo kaufen Sie Geschenke für Geburtstage oder Feiertage? Was kaufen Sie Ihrem besten Freund? Und Ihrer Oma?</p> <p>Then grammar/ vocab. <b>input</b> (dative verbs and forms): p. 172: Grammatik <b>5.1.-5.2., 5.5.:</b> introduce by describing illustrations with new verbs, expand with classroom examples; explain difference between wer/wen/wem (p. 193-195); Check comprehension with <b>Situation 1:</b> Ist das normal? And <b>situation 2 and 3,</b> page 174.</p> <p><b>Interpersonal activity:</b> students interview each other about what they give/buy for whom, then compare answers in class (or exercise from Wechselspiel);</p> <p><b>Additional practice:</b> Speaking: Situation 4: Bildgeschichte: Josef kauft Weihnachtsgeschenke; Writing: workbook, p. 123/124, 141; listening: workbook p. 125; transparencies; picture file;</p> <p><b>Topic: Berufe und Arbeitsplätze:</b></p>

		<p><b>Introduction: describing a painting.</b> Adolph von Menzel: Eisenwalzwerk, p. 170. Questions about the painting relating to the topic of work: was machen die Menschen/Leute/Arbeiter? Ist die Arbeit einfach oder schwer, ist sie geistig oder körperlich? Wie ist die Temperatur? Wie finden Sie die Atmosphäre des Bildes?</p> <p>Expand: Ist Ihre Arbeit auch so (hart/schwer/physisch?) Was machen Sie (beruflich)? Welchen Beruf haben Sie? Arbeiten Sie allein oder mit anderen Menschen? Arbeiten Sie zu Hause oder in einem Büro/ in einer Firma? Was machen Sie beruflich (teacher initiates, talks about his/her profession(s), then students ask each other while teacher writes new vocabulary about professions on board for all to see); also introduce dative preposition (5.4.) after "wo": im Büro/ auf der Bank, im Hotel, im Restaurant, an der Uni; etc. as applies to students own jobs</p> <p><b>More input:</b> 5.3. Berufe (p. 176 and 177, Situation 5: Definitionen; maybe expand with your students own jobs and their definitions); maybe have students interview each other about their jobs: where they work, what they do, whether they like it or not, whether they want to do this in the future as well; or: have students describe their dream job (what/where/with whom...);</p> <p><i>Welche anderen Jobs haben Sie schon früher gemacht?</i></p> <p><i>Wie alt waren Sie da?</i> (Write different activities on board: X hat Zeitungen ausgetragen/ Y hat gekellnert/ hat den Rasen gemäht/ hat auf Babys aufgepasst, etc., then in <b>cooperative or group activity</b>, have students describe <b>Situation 6: Bildgeschichte: Was Michael Pusch schon alles gemacht hat</b> (p. 177).</p> <p><b>Interpersonal activity: Situation 7:</b> Berufe and pair work with <b>Situation 8:</b> Interview;</p> <p><b>Pre-listening activities:</b> Haben Sie als Schüler/ Schülerin gearbeitet? Was haben Sie mit Ihrem Lohn gemacht? More questions on page 178, discuss in class; then:</p> <p><b>Lektüre:</b> "Schwitzen fürs Image" (p. 179/180), applying reading strategies: read for key information to complete the table on page 178; scan the text and find familiar vocabulary - write some words onboard to get students going; follow-up activities: "Nach dem Lesen" (p. 180): students interview each other and present their results in class.</p> <p><b>Additional practice:</b> workbook, page 129; Expand with grammar focus: Wo arbeiten Marco, Kathrin, Jens und Jutta? → im Supermarkt, in einer Boutique, auf dem Bau, im Büro → more examples on page 180: "Arbeitsplätze", practice with <b>Situation 9:</b> Der Arbeitsplatz and <b>Situation 10:</b> Minidialoge (can be done in pairs out loud);</p> <p>Was ist Ihr Traumberuf? Was wollen Sie gern werden? Was brauchen Sie dafür? Müssen Sie studieren? Welchen Abschluss brauchen Sie? Wie lange dauert das? → explain the different functions of the verb "werden" (5.3. see p. 196/197);</p> <p><b>Interpretive activity:</b> <i>Ausbildung und Beruf in</i></p>
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<p>Week 12: Nov. 16-20</p>	<p><b>Kapitel 5: Geld und Arbeit</b> Review vocabulary and grammar from Kap. 5, then administer quiz on Kap. 5; Begin Kapitel 6</p>	<p><b>Input:</b> More dative prepositions: In der Küche (p. 184-185); more class-related questions and descriptions with dative question "wo?", expand with <b>Lektüre:</b> Der Tunnel (p. 187/188): Wo sind diese Leute? Warum sind sie da? Arbeiten sie da? Was machen sie da? Warum bauen sie einen Tunnel? (more questions in text); have students identify new words and prepositions in text and explain meaning; Dann "Arbeit mit dem Text", p. 188; Review use of dative prepositions for upcoming quiz; review vocabulary; <b>Quiz Kapitel 5;</b> assign third essay (see topics below) <b>Begin Kapitel 6: Wohnen</b> Describe with students picture on page 203: Friedensreich Hundertwasser</p>
<p>Week 13: Nov. 23-25 <b>Thanksgiving break:</b> <b>Nov. 26-29</b> Tues, Nov. 24: Thursday classes meet; Wed., Nov. 25: Friday classes meet</p>	<p><b>Kapitel 6: Wohnen</b> Describing where you live; finding a place to live, and talking about housework and chores</p>	<p><b>Input:</b> Introduce topic with transparency/ picture file and illustrations on page 212: (examples of architecture and buildings): Wohnen Sie so? Möchten Sie so wohnen? Warum (nicht)? Instructor describes how she/he lives, writing some new vocabulary on board: <i>Ich wohne in einer (kleinen/großen/alten/modernen) Wohnung/ in einem (kleinen/großen) Haus, mit/ohne Garage, mit/ohne Garten/ Balkon hinter/ vor dem Haus/ der Wohnung, in einer kleinen/großen Stadt/ auf dem Land,...</i> <i>Und Sie? Wie wohnen Sie?</i> → write sample answers on board, including question: Wo wohnen Sie? Wo wohnst du? → <b>more vocabulary input:</b> 6.1. and 6.2.: Haus und Wohnung, p. 204: Wie viele Zimmer haben Sie? Welche Möbel haben Sie und welche Möbel fehlen Ihnen noch? <b>Controlled output exercises</b> with <b>Situation 1:</b> <i>Wo ist das?</i> and <b>Situation 2:</b> <i>Das Zimmer</i> (or similar activities) <b>Presentational activity:</b> describe your room to a classmate and let him/her draw all furniture init. (Can also be done by showing a transparency of a furnished room that only one student in each pair sees and describes to his/her partner who draws the room): <b>interpersonal activities: Situation 3:</b> Interviewfragen (p. 207), and also: <b>Situation 9:</b> <i>Wo möchtest du gern wohnen?</i> (p. 213) and <b>Situation 10:</b> <i>Umfrage</i> (p. 213); <b>Interpretive activity: Lektüre:</b> "Wohnen" (p. 206): pre-reading questions, then describe pictures and point out differences, then go over three questions for listening comprehension "Wohnen", listen to text on CD or read text to students; continue with second <b>Lektüre:</b> Regionale Baustile (p. 210/211): architectural styles in Germany, compare with the US; use map of Germany and Austria to point to</p>

		regions and different styles <b>Additional practice:</b> workbook, p. 151; <b>Interpersonal activity:</b> Wie gefallen Ihnen diese Wohnstile? Möchten Sie gern in einem Schloss wohnen? Warum (nicht)? Wohneen Sie lieber in einem modernen oder alten Gebäude? Warum? Gefällt Ihnen Ihre Wohnung oder möchten Sie gern umziehen? Warum (nicht)? Was fehlt Ihnen in Ihrer Wohnung? Was gefällt Ihnen an Ihrer Wohnung? Ist alles in der Nähe? (use transparency for page 207: Das Stadtviertel) → <b>Situation 4:</b> Interaktion: In der Wohnung (p. 207) and <b>Situation 6:</b> Umfrage (p. 208)
14: Nov. 30-Dez 4	<b>Kap. 6: Wohnen</b> Two-way prepositions after wohin/ wo  quiz Kap. 6	<b>Input:</b> Im Stadtviertel: Using previous knowledge about German shopping habits: Wohin gehen die Deutschen, wenn sie Klamotten kaufen wollen? Wen sie Brot kaufen wollen? Etc. Wohin gehst du, wenn... (some common expressions with accusative and dative prepositions, zum/zur, in die/ins, auf die): <b>controlled output: Situation 7</b> (p. 208) and <b>Übung 6</b> , p. 230; expand with more student-related vocabulary: ins Café/ in die Kneipe, in die Mensa/ Cafeteria, etc. Expand with contextualized questions (AufWohnungssuche): und wohin gehst du, wenn du eine neue Wohnung suchst? Review: Wie hast du deine Wohnung gefunden? Was hast du gemacht? Wo möchtest du gern wohnen? Versus: Wohin möchtest du umziehen? (introduce 6.5.: separable- prefix-verbs, p. 231-233); <b>Interpretive activity: Lektüre</b> :Auf Wohnungssuche (p. 214) <b>Interpersonal activity:</b> Situation 11: Dialog :Auf Wohnungssuche (p. 215) <b>Presentational/ Interpersonal activity:</b> role play "Zimmer zu vermieten" (p. 215 and appendix B, A-14); <b>Quiz Kapitel 6: Wohnen</b> (not including Hausarbeit)
15: Dec. 7-9	Review for final exam, oral exams	Review with exercises from workbook or previously administered quizzes; one day Einführung A-Kapitel 2, second day Kapitel 3-6; Schedule oral exams for students to be administered before written final exam; distribute rubric/ evaluation criteria
Final exams: Dec. 14- Dec. 23, 2009		Final exam schedule:  101:04: MW 6,7 → Wed. Dec. 23, 8:00am-11:00 a.m.

Classes end: Wed., Dec. 9

Reading days: Thurs, Dec. 10 and Fri, Dec. 11

Final exams begin Mon. Dec. 14 and end Wed. Dec. 23

. Final Exam date, time & location:

101:04: MW 6&7 → Wed. Dec. 23, 8:00am-11:00 am.