

# German 2, Semester A

## Course Overview

Learning a language is a multi-faceted experience in which you are introduced to a whole new set of words and ways of expressing yourself with words, along with new cultures formed by people who have been speaking that language for centuries. The German-speaking world spans Germany, Austria, Switzerland, Luxembourg, and Liechtenstein in Europe, as well as many other parts of the world.

In German 2A, you'll be reintroduced to German in common situations, beginning with describing classes, school friends, teachers, and school supplies. You'll discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. You'll also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, you'll discuss different types of cuisine, dining establishments, and dining etiquette. You'll build on what you learned in the German 1B course to communicate by listening, speaking, reading, and writing in German as you internalize new vocabulary and grammar. You'll also learn about some regions of the German-speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your German studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## Course Goals

By the end of this course, you will be able to do the following:

- Use correct masculine, feminine, and neuter, definite and indefinite articles with nominative and accusative cases.
- Use interrogative words and question formation, including tag questions, inversion, and negation.
- Use correct adjective endings in nominative and accusative cases.
- Use basic conversational past tense correctly with regular (weak) and irregular (strong) verbs.
- Use conjunctions when expressing likes and dislikes (**dass - Ich finde, dass**), including correct word order.

- Express likes and dislikes using **nicht** and **kein**, **gern haben** and **nicht gern haben**, **gefallen**, and **finden**.
- Differentiate between **koennen** (knowing how to), **wissen** (knowing something), and **kennen** (to recognize or know someone).
- Use the phrases for giving opinions: **Meiner Meinung nach** (In my opinion), **Wenn du mich fragst** (If you ask me).
- Use modal verbs or verbs of necessity: **koennen** (can), **sollen** (should), **duerfen** (be allowed to).
- Soften commands using the present subjunctive: **Wuerden Sie mir bitte einen Kaffee bringen?** (Would you please bring me a coffee?).

## Language Skills

German 1B is a prerequisite course for German 2A. The following fundamental concepts and skills will be helpful.

- a basic knowledge of parts of speech, such as noun, verb, subject, adjective, and adverb
- the ability to read and speak English and compose paragraphs or lines of dialogue that form a coherent whole
- a basic understanding of world geography

## General Skills

To participate in this course, you should be able to do the following activities:

- Work with word processing software such as Microsoft Word or Google Docs.
- Work with presentation software such as Microsoft Power Point.
- Do online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document.*

## Credit Value

German 2A is a 0.5-credit course.

## Tips for Language Learning

- Relax and enjoy yourself: To continue learning a new language, you will build on what you have already learned and incorporate new vocabulary and grammar concepts with the old, increasing your ability to communicate by listening, speaking,

reading, and writing as you progress. To foster your progress, concentrate on communicating, not on using a new language beyond your current abilities. You will make errors, so look for improvement in your ability to communicate rather than perfect replication of the language you are learning.

- Immerse yourself in the language as much as you can. Replay audio, especially extended audio passages, to gain familiarity with the sound and meanings of the language. Look for opportunities to learn songs and watch multimedia content in the language.
- Use the mobile games that are packaged with this course to increase your fluency and comprehension of the language.
- Take advantage of and create additional opportunities besides those offered in the course to communicate in the language in everyday situations.
  - Use the audio recorder device provided with this course package (or any other recording device installed on your PC) to practice speaking, and play back your recordings to check for vocabulary and grammar usage and clarity of pronunciation (not perfection).
  - Practice reading the language aloud.
  - Use the discussion forums provided to practice communicating in written form with other learners.
  - Look for online language practice chat forums and real-life situations in which you can use the language, at whichever level you are comfortable with.
- Use the opportunities offered in the course to compare your responses with the sample answers provided in written form or as audio files. Your responses need not be exactly the same as the sample answers; rather, you should check for correctness of vocabulary, grammar, and pronunciation. If you're in doubt, you may consult your teacher (or anyone else you know who is proficient in German).
- Learn the language in the context of the words and the situations in which they are used, instead of learning by a process of translation between German and English.

## Mobile Games for Language Learning

Each lesson in this language course includes a game that is available on mobile devices and is designed to help you practice your listening and comprehension skills, whether you're in class or on the go.

Each game is based on one of these three game engines.

- **Word Swat.** You will see a question prompt, and then answer options will start to float from the top of the screen to the bottom. You must tap the correct option before it hits the bottom of the screen. This game is intended to reinforce grammar and vocabulary.

- **Stop that Snake.** You will hear or see a question or a prompt and fill in the blank boxes by typing on a QWERTY keypad within a specified time limit. This game helps you work on vocabulary and grammatical concepts.
- **Word Pop.** You will hear a series of words forming a sentence. Then floating bubbles will appear on screen, each with a word or phrase in it. You must tap to pop the bubbles that contain words that were part of the sentence you heard. For each correct bubble that is tapped, you gain points. You lose points for each incorrect bubble you tap. This is a fast-paced game that helps you focus on your listening skills and comprehension.

**To gain access to the language games, you will need to use one of the following types of devices:**

**Apple iPads, iPhones, or iPod Touch devices using iOS 4 or later, tablets or phones running the Android OS v2.3 or later.**

Here are the steps and requirements for getting to the games:

**For IOS devices:** Visit the [Apple Mobile App store](#) in iTunes or on your device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

**For Android devices:** Visit [Google PLAY](#) on your PC or device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

The first time you launch the installed app for a certain semester on a certain mobile device, you must establish that you are a Plato customer and are part of a district or school with licenses for the semester of languages at hand. To do this, you will enter your normal PLE login credentials, including *Account Login*, *Plato Name*, and *Password*. Then you will be able to open and play games directly on a designated device for one semester's worth of games. This access will last for one year from the date of authentication. If you continue to be a PLE user and your school continues to license the language courses, you can re-authenticate to unlock the games for an additional year.

## Course Materials

- Notebook
- Presentation software
- Computer with Internet connection and speakers or headphones

- Recording device on your computer for practicing and for teacher-submitted audio tasks
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

### Unit 1: Back to School

#### Summary

In this unit, you will be reintroduced to German in common situations, beginning with describing classes, school friends, teachers, and school supplies. Then, you will ask and answer questions about teachers, classmates, school, and things and places around town. Next, you will learn how to share personal information like nationalities and interests. Finally, you will describe a summer holiday in the recent past, and the activities enjoyed.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2-5	<b>New Faces, New Places</b> <i>Describe classes, teachers, friends at school, and school supplies.</i> <b>Grammar and Vocabulary Objectives:</b> <ul style="list-style-type: none"> <li>• Use subject pronouns such as <b>ICH, DU, ER, SIE, ES, WIR, IHR, SIE, and SIE.</b></li> <li>• Use present tense regular verbs.</li> <li>• Use correct noun plural forms.</li> <li>• Use correct masculine, feminine, and neuter definite and indefinite articles with nominative and accusative cases.</li> <li>• Review stem-changing verbs such as <b>ESSEN, GEBEN, LESEN, SEHEN, SPRECHEN, NEHMEN, FAHREN, and EINLADEN.</b></li> <li>• Review basic adjectives, including adjective endings</li> </ul>	Tutorial

	<i>with definite and indefinite articles.</i>	
4 days: 6-9	<p><b>At School and Around Town</b> Ask and answer questions about school, teachers, classmates, and things around town.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use interrogative words and question formation, including tag questions, inversion, and negation.</li> <li>• Review <b>HABEN</b> (TO HAVE), <b>SEIN</b> (TO BE), and the phrase <b>ES GIBT</b> (THERE IS/ARE).</li> <li>• Use accusative determiners including <b>EINEN</b>.</li> <li>• Describe the importance of intonation in question formation.</li> <li>• Use two-way prepositions: <b>IN</b>, <b>AN</b>, and <b>AUF</b>.</li> </ul>	Tutorial
3 days: 10-12	<p><b>Exchanging Personal Information</b> Ask and answer questions about national origin and other personal information.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use correct adjective endings in nominative and accusative cases.</li> <li>• Use contractions such as <b>ZUM</b> and <b>AM</b> appropriately.</li> </ul>	Tutorial
3 days: 13-15	<p><b>Last Summer</b> Describe summer holidays and activities.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use basic conversational past tense correctly with regular (weak) verbs.</li> <li>• Use basic conversational past tense correctly with irregular (strong) verbs.</li> <li>• Use time order words and phrases and correct word order: <b>IN DEN FERIEN</b>, <b>ZUERST</b>, <b>DANN</b>, <b>DANACH</b>, and <b>ZULETZT</b>.</li> <li>• Compare <b>PERFEKT</b> and <b>IMPERFECT</b> (only <b>HATTEN</b> and <b>WAREN</b>).</li> </ul>	Tutorial
3 days: 16–18	<b>Unit Activity and Discussion—Unit 1</b>	Unit Activity Discussion
1 day: 19	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Lifestyles

### Summary

In this unit, you will discuss lifestyles in terms of clothing and housing preferences, and shopping and managing money. Then, you will describe and comparing styles of dressing, current or modern and traditional. Next, you will express opinions about kinds of housing and neighborhoods. Finally, you will learn about online shopping and currencies and exchange rates.

Day	Activity/Objective	Type
3 days: 20-22	<p><b>Ways of Dressing</b> <i>Describe and compare types of clothing, both traditional and modern.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use comparative and superlatives correctly (<b>GUT, BESSER, AM BESTEN</b>, and so on).</li> <li>• Use separable verbs (<b>ANPROBIEREN, AUSSEHEN, and ANZIEHEN</b>).</li> <li>• Use stem-changing verbs (<b>TRAGEN</b>).</li> <li>• Use modal verbs (<b>WOLLEN, MÖCHTEN</b>, and so on).</li> <li>• Use dative direct object verbs (<b>PASSEN, STEHEN GUT</b>, and so on).</li> <li>• Review common adjectives from year 1.</li> </ul>	Tutorial
3 days: 23-25	<p><b>Living Arrangements</b> <i>Express opinions about neighborhoods and living arrangements.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Express likes and dislikes using <b>NICHT</b> and <b>KEIN, GERN HABEN</b> and <b>NICHT GERN HABEN, GEFALLEN, and FINDEN</b>.</li> <li>• Use conjunctions when expressing likes and dislikes (<b>DASS - ICH FINDE, DASS</b>), including correct word order.</li> <li>• Express likes and dislikes using modal verbs (<b>WOLLEN, MÖGEN, and MÖCHTEN</b>).</li> <li>• Use indirect object pronouns.</li> </ul>	Tutorial
4 days: 26-29	<p><b>Browsing and Buying</b> <i>Describe online browsing and shopping experiences.</i></p>	Tutorial

	<p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use present tense stem-changing verbs such as <b>NEHMEN</b> (TO TAKE), <b>SEHEN</b> (TO SEE), and <b>LESEN</b> (TO READ).</li> <li>• Use present tense separable verbs, including <b>ANMELDEN</b> (TO REGISTER OR TO SIGN UP) and <b>EINKAUFEN</b> (TO SHOP), as well as regular weak verbs, including <b>SUCHEN</b> (TO SEARCH), <b>BEZAHLEN</b> (TO PAY), <b>WAEHLEN</b> (TO CHOOSE) that are applicable for online shopping.</li> <li>• Use conversational past for separable and irregular verbs.</li> <li>• Use direct object, or accusative, pronouns.</li> </ul>	
4 days: 30-33	<p><b>Exchanging Money</b> Ask and answer questions about currencies and exchange rates of various countries.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review -ELN verbs, including to exchange (WECHSELN).</li> <li>• Use question words appropriately (WIE VIELE, WIE, and WAS).</li> <li>• Use irregular past tense verbs such as (GEHEN, GEBEN, FAHREN, and BRINGEN).</li> </ul>	Tutorial
3 days: 34-36	<b>Unit Activity and Discussion—Unit 2</b>	Unit Activity Discussion
1 day: 37	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: Relationships

### Summary

In this unit, you will describe the relationships between family members and friends, students and teachers, and between employees and employers. Then, you will describe community celebrations and relationships with community members. Finally, you will discuss online communities, their advantages and disadvantages.



Day	Activity/Objective	Type
3 days: 38-40	<p><b>Friends and Family</b> Describe relationships between family members and friends.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use possessive adjectives (<b>MEIN</b> and <b>DEIN</b>) and correct adjective endings.</li> <li>• Use determiners (<b>DIESER, JENER, and WELCHE</b>).</li> <li>• Use words related to the descriptive past, including adverbs of frequency such as <b>OFT (OFTEN), IMMER (ALWAYS)</b>, etc.</li> </ul>	Tutorial
3 days: 41-43	<p><b>School and Work Associates</b> Describe relationships between students and teachers and between employees and employers.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compare past tenses: <b>IMPERFEKT</b> and <b>PERFEKT</b>.</li> <li>• Use words related to the length of relationships (<b>SEIT</b> and <b>VOR</b>) and time phrases (<b>NAECHSTE</b> and <b>LETZTE</b>).</li> </ul>	Tutorial
4 days: 44-47	<p><b>Community Customs</b> Describe relationships among members of a community and community celebrations.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs for should and can (<b>SOLLEN</b> and <b>KOENNEN</b>).</li> <li>• Use formal and informal forms of the Imperative.</li> <li>• Differentiate between <b>KOENNEN (KNOWING HOW TO)</b>, <b>WISSEN (KNOWING SOMETHING)</b>, and <b>KENNEN (TO RECOGNIZE OR KNOW SOMEONE)</b>.</li> <li>• Review separable verbs including <b>EINLADEN (TO INVITE)</b>, <b>ABHEBEN (TO LIFT UP)</b>, and <b>ANZIEHEN (TO PUT ON)</b>.</li> </ul>	Tutorial
3 days: 48-50	<p><b>Online Communities</b> Discuss online relationships and communication.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use the imperative in the negative to give instructions</li> <li>• Use phrases for giving opinions: <b>MEINER MEINUNG NACH (IN MY OPINION)</b>, and <b>WENN DU MICH FRAGST (IF YOU ASK ME)</b>.</li> <li>• Use the subjunctive for giving advice</li> </ul>	Tutorial

	<p><i>(WUERDE/HAETTE/WAERE ICH).</i></p> <ul style="list-style-type: none"> <li>• Use conjunctions (including a review of <b>DASS</b>) and correct word order.</li> <li>• Use the dative verbs and pronouns (<b>SAGEN</b> and <b>GLAUBEN</b>).</li> </ul>	
3 days: 51–53	<b>Unit Activity and Discussion—Unit 3</b>	Unit Activity Discussion
1 day: 54	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: Managing Life

### Summary

In this unit, you will learn describe daily personal routines and schedules. Then, you will describe some household chores and family responsibilities. Next, you will be aware of the laws of a country and of a community. Finally, you will handle personal finances and banking.

Day	Activity/Objective	Type
3 days: 55-57	<p><b>Day Planner</b> <i>Describe daily personal routines and activities.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use accusative and dative reflexive verbs in the present tense and pronouns relating to daily routine.</li> <li>• Use correct verbs to form idiomatic expressions.</li> <li>• Use accusative prepositions and pronouns.</li> </ul>	Tutorial
3 days: 58-60	<p><b>Managing Chores</b> <i>Describe household and family responsibilities.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs or verbs of necessity: <b>KOENNEN</b> (CAN), <b>SOLLEN</b> (SHOULD), and <b>DUERFEN</b> (BE ALLOWED TO).</li> <li>• Use separable verbs related to household chores (<b>AUFRAEUMEN</b>, <b>EINKAUFEN</b>, <b>WEGTRAGEN</b>, and <b>WEGGEBEN</b>).</li> <li>• Introduce <b>WERDEN</b> as future tense.</li> </ul>	Tutorial

	<ul style="list-style-type: none"> <li>• Use frequency words (<b>EINMAL</b>, <b>OFT</b>, <b>NIE</b>, etc.).</li> <li>• Use conjunctions (<b>WEIL</b>, <b>DENN</b>, <b>OB</b>, <b>WENN</b>, etc.).</li> </ul>	
3 days: 61-63	<p><b>In the Community</b> Discuss responsibilities and obligations to the community. <b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs of necessity (<b>MUESSE</b> and <b>DUERFEN</b>).</li> <li>• Use affirmative and negative words such as <b>ETWAS/NICHTS</b>, <b>JEMAND/NIEMAND</b>, <b>WEDER/NOCH</b>, <b>ENTWEDER/ODER</b>, and <b>IMMER/NIE</b>.</li> <li>• Use <b>MAN</b> appropriately to discuss responsibilities and obligations.</li> </ul>	Tutorial
3 days: 64-66	<p><b>Managing Money</b> Describe personal finances and banking. <b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review separable verbs related to banking and finance (<b>ANMELDEN</b>, <b>ABSCHLIESSEN</b>, <b>EINZAHLEN</b>, <b>AUSZAHLEN</b>, <b>ABHEBEN</b>, <b>INVESTIEREN</b>, <b>UEBERWEISEN</b>, and <b>ABBUCHEN</b>).</li> <li>• Use and form adverbs by adding <b>WEISE</b> (<b>GLUECKLICHERWEISE</b>, <b>BEISPIELSWEISE</b>).</li> <li>• Review subjunctive mood (<b>WAERE/HAETTE</b>).</li> </ul>	Tutorial
3 days: 67-69	<b>Unit Activity and Discussion—Unit 4</b>	Unit Activity Discussion
1 day: 70	<b>Posttest—Unit 4</b>	Assessment

## Unit 5: Types of Cuisine

### Summary

In this unit, you will learn about types of cuisine, dining establishments, and dining etiquette. First, you will discuss types of foods and ways to prepare dishes, including recipes and metric system of measurement used in cooking. Then, you will learn about kinds of foods like ethnic dishes and street food, and peoples' attitudes towards different cuisines. Next, you will describe different dining establishments like food courts, fast food restaurants, and fine-dining, and the experience of dining out and the dining etiquette expected at different establishments. Finally, you will describe what goes into

running a restaurant, such as hiring and training people, advertising, good service, and good-tasting and quality food.

Day	Activity/Objective	Type
3 days: 71-73	<p><b>Preparing Food</b>  <i>Discuss ways of preparing food, including recipes and units of measurement.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review direct and indirect object pronouns (<i>accusative/dative</i>).</li> <li>• Review word order.</li> <li>• Review determiners (<b>DIESER, JEDER, ALLE, WELCHE</b>, etc.).</li> <li>• Use verbs and expressions for cooking and baking (<b>BACKEN, MESSEN, and SCHLAGEN</b>).</li> </ul>	Tutorial
3 days: 74-76	<p><b>Trying New Foods</b>  <i>Discuss ethnic foods and street food.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use stem-changing verbs (<b>FRESSEN/ESSEN</b>).</li> <li>• Use comparative and superlative terms/phrases.</li> <li>• Use verbs meaning <b>TO LIKE</b> such as <b>GERN HABEN, MOEGEN, GEFALLEN, LUST HABEN, BOCK AUF, and FINDEN</b>.</li> <li>• Use the dative preposition <b>MIT</b>.</li> </ul>	Tutorial
4 days: 77-80	<p><b>Dining Out</b>  <i>Describe various dining establishments and the experience of dining out.</i></p> <p><b>Grammar and Vocabulary Objective:</b></p> <ul style="list-style-type: none"> <li>• Use verbs of suggestion (<b>EMPFEHLEN, VORSCHLAGEN</b>).</li> <li>• Use verbs and phrases for ordering, including modal verbs (<b>MOECHTEN and WOLLEN</b>), double infinitives (<b>ESSEN GEHEN</b>), stem-changing verbs (<b>ESSEN, GEBEN</b>), dative verbs (<b>SCHMECKEN</b>), and (<b>HAETTE GERN</b>).</li> <li>• Soften commands using the present subjunctive: <b>WUERDEN SIE MIR BITTE EINEN KAFFEE BRINGEN?</b> (WOULD YOU PLEASE BRING ME A COFFEE?).</li> </ul>	Tutorial

4 days: 81-84	<p><b>Running a Restaurant</b>  <i>Describe activities related to working in or running a restaurant.</i>  <b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use prepositional phrases (including with contractions: <b>AM WOCHENENDE, INS RESTAURANT, and ZUM ABENDESSEN</b>).</i></li> <li>• <i>Use irregular command forms correctly with stem-changing verbs and separable verbs including TAKE (<b>NIMM!</b>), GIVE (<b>GIB!</b>), SEE (<b>SIEH!</b>), DRIVE (<b>FAHR!</b>), and CLEAN UP (<b>RAEUM AUF!</b>).</i></li> <li>• <i>Use verb/preposition associations such as <b>ICH BEWERBE MICH UM, ICH ERKUNDIGE MICH NACH, and ICH BESCHAEFTIGE MICH MIT</b>.</i></li> <li>• <i>Use object pronouns in commands correctly.</i></li> </ul>	Tutorial
3 days: 85–87	<b>Unit Activity and Discussion—Unit 5</b>	Unit Activity Discussion
1 day: 88	<b>Posttest—Unit 5</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Exam</b>	Assessment

# German 2, Semester B

## Course Overview

Learning a language is a multi-faceted experience in which you are introduced to a whole new set of words and ways of expressing yourself with words, along with new cultures formed by people who have been speaking that language for centuries. The German-speaking world spans Germany, Austria, Switzerland, Luxembourg, and Liechtenstein in Europe, as well as many other parts of the world.

In German 2B, you'll be reintroduced to German in common situations, beginning with various professions and career plans for the future. You'll discuss traveling to various regions and the flora and fauna found in each region and describe types of trips, including road trips, camping, and ecotourism. You'll also describe hobbies, activities, and crafts that people enjoy. Finally, you'll discuss medical specialists, including dentists and veterinarians, and symptoms related to illness and injury. You'll build on what you learned in the German 2A course to communicate by listening, speaking, reading, and writing in German as you internalize new vocabulary and grammar. You'll also learn about some regions of the German-speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your German studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## Course Goals

By the end of this course, you will be able to do the following:

- Use two-way prepositions (**in, an, auf**) to express motion (accusative) or location (dative).
- Recognize and use verb/preposition associations (**ich bewerbe mich um, ich erkundige mich nach, and ich beschaeflige mich mit**).
- Form clauses that begin with interrogatives and conjunctions, where the conjugative verb is in final position: **wo** (where), **wer** (who), **weil** (because), **dass** (that), and **ob** (if).
- Use verbs describing animal sounds: **bellen** (bark), **miauen** (meow), **singen** (sing), etc.
- Review gerunds: **das schwimmen** (swimming), **das spielen** (playing), and **das essen** (eating).

- Use conversational past and narrative past to describe a trip and discuss the differences.
- Use verbs of preference (**gefallen**), including a focus on word order and dative attributes.
- Sequence words to describe events with respect to time (**erst, dann, and als Erste**).
- Use reflexive/dative verbs to speak of physical and emotional conditions, including **sich freuen, sich fuehlen, wehtun, verletzen, brechen, and verstauchen**.
- Use transitive and intransitive verbs of motion.
- Use contrasting expressions that do and do not use subjunctive (**Wie waere es mit? Wie steht's mit?**).

## Language Skills

German 2A is a prerequisite course for German 2B. The following fundamental concepts and skills will be helpful.

- a basic knowledge of parts of speech, such as noun, verb, subject, adjective, and adverb
- the ability to read and speak English and compose paragraphs or lines of dialogue that form a coherent whole
- a basic understanding of world geography

## General Skills

To participate in this course, you should be able to do the following activities:

- Work with word processing software such as Microsoft Word or Google Docs.
- Work with presentation software such as Microsoft Power Point.
- Do online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

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- Relax and enjoy yourself: To continue learning a new language, you will build on what you have already learned and incorporate new vocabulary and grammar concepts with the old, increasing your ability to communicate by listening, speaking,

reading, and writing as you progress. To foster your progress, concentrate on communicating, not on using a new language beyond your current abilities. You will make errors, so look for improvement in your ability to communicate rather than perfect replication of the language you are learning.

- Immerse yourself in the language as much as you can. Replay audio, especially extended audio passages, to gain familiarity with the sound and meanings of the language. Look for opportunities to learn songs and watch multimedia content in the language.
- Use the mobile games that are packaged with this course to increase your fluency and comprehension of the language.
- Take advantage of and create additional opportunities besides those offered in the course to communicate in the language in everyday situations.
  - Use the audio recorder device provided with this course package (or any other recording device installed on your PC) to practice speaking, and play back your recordings to check for vocabulary and grammar usage and clarity of pronunciation (not perfection).
  - Practice reading the language aloud.
  - Use the discussion forums provided to practice communicating in written form with other learners.
  - Look for online language practice chat forums and real-life situations in which you can use the language, at whichever level you are comfortable with.
- Use the opportunities offered in the course to compare your responses with the sample answers provided in written form or as audio files. Your responses need not be exactly the same as the sample answers; rather, you should check for correctness of vocabulary, grammar, and pronunciation. If you're in doubt, you may consult your teacher (or anyone else you know who is proficient in German).
- Learn the language in the context of the words and the situations in which they are used, instead of learning by a process of translation between German and English.

## Mobile Games for Language Learning

Each lesson in this language course includes a game that is available on mobile devices and is designed to help you practice your listening and comprehension skills, whether you're in class or on the go.

Each game is based on one of these three game engines.

- **Word Swat.** You will see a question prompt, and then answer options will start to float from the top of the screen to the bottom. You must tap the correct



option before it hits the bottom of the screen. This game is intended to reinforce grammar and vocabulary.

- **Stop that Snake.** You will hear or see a question or a prompt and fill in the blank boxes by typing on a QWERTY keypad within a specified time limit. This game helps you work on vocabulary and grammatical concepts.
- **Word Pop.** You will hear a series of words forming a sentence. Then floating bubbles will appear on screen, each with a word or phrase in it. You must tap to pop the bubbles that contain words that were part of the sentence you heard. For each correct bubble that is tapped, you gain points. You lose points for each incorrect bubble you tap. This is a fast-paced game that helps you focus on your listening skills and comprehension.

**To gain access to the language games, you will need to use one of the following types of devices:**

**Apple iPads, iPhones, or iPod Touch devices using iOS 4 or later, tablets or phones running the Android OS v2.3 or later.**

Here are the steps and requirements for getting to the games:

**For IOS devices:** Visit the [Apple Mobile App store](#) in iTunes or on your device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

**For Android devices:** Visit [Google PLAY](#) on your PC or device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

The first time you launch the installed app for a certain semester on a certain mobile device, you must establish that you are a Plato customer and are part of a district or school with licenses for the semester of languages at hand. To do this, you will enter your normal PLE login credentials, including *Account Login*, *Plato Name*, and *Password*. Then you will be able to open and play games directly on a designated device for one semester's worth of games. This access will last for one year from the date of authentication. If you continue to be a PLE user and your school continues to license the language courses, you can re-authenticate to unlock the games for an additional year.

## Course Materials

- Notebook

- Presentation software
- Computer with Internet connection and speakers or headphones
- Recording device on your computer for practicing and for teacher-submitted audio tasks
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

### Unit 1: Around Town

#### Summary

In this unit, you will describe various professions and career plans for the future. Then, you will learn about retail services available in a community, like grocers, farmers' markets, and drug stores. Next, you will discuss commercial services available, such as laundrettes, drycleaners, hair salons, tailors, and repair shops or service centers. Finally, you will describe public services, such as modes of transportation, postal services, emergency services, and law enforcement.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days: 2-4	<b>Career Opportunities</b> <i>Describe various jobs or careers and plan for the future.</i> <b>Grammar Objectives:</b> <ul style="list-style-type: none"> <li>• <i>Review and expand upon capitalization rules (with days/months of the year).</i></li> <li>• <i>Use future tense <b>WERDEN (TO BECOME)</b>.</i></li> <li>• <i>Review verbs of necessity/modal verbs: (<b>SOLLEN, MUESSEN</b>, etc.).</i></li> <li>• <i>Create feminine nouns by adding -in to masculine forms.</i></li> <li>• <i>Recognize and make use of verb/preposition associations (<b>ICH BEWERBE MICH UM, ICH</b></i></li> </ul>	Tutorial

	<p><b>ERKUNDIGE MICH NACH, and ICH BESCHAEFTIGE MICH MIT).</b></p> <ul style="list-style-type: none"> <li>• Changes in declension of some weak nouns, particularly those describing a profession.</li> </ul>	
3 days: 5-7	<p><b>Retail Shops</b> Describe retail shops and their role in the community. <b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use dative reflexive verbs such as <b>KAUFEN</b>.</li> <li>• Use two-way prepositions (<b>IN, AN, AUF</b>) to express motion (accusative) or location (dative).</li> <li>• Review modal verb patterns and behavior (<b>WOLLEN, MÖCHTEN</b>).</li> </ul>	Tutorial
3 days: 8-10	<p><b>Commercial Services</b> Describe various commercial services available in a community. <b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review the verbs - to want, to choose, to like/love, to say, etc.</li> <li>• Introduce the verb <b>LASSEN (TO LET) - ICH LASSE MIR DIE HAARE SCHNEIDEN</b>.</li> <li>• Review frequently used <b>IMPERFEKT</b> verbs such as <b>SASSEN (SAT), FANDEN (FOUND), GINGEN (WENT), LIESSEN (LET), and MACHTEN (DID)</b>.</li> <li>• Form clauses that begin with interrogatives and conjunctions, where the conjugative verb is in final position: <b>WO (WHERE), WER (WHO), WEIL (BECAUSE), DASS (THAT), and OB (IF)</b>.</li> </ul>	Tutorial
3 days: 11-13	<p><b>Public Services</b> Describe public services available within a community. <b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use the subjunctive to express possibility or necessity (<b>WAERE ES MOEGLICH, DASS (WOULD IT BE POSSIBLE THAT); and WAERE ES NOTIG, DASS (WOULD IT BE NECESSARY THAT)</b>).</li> <li>• Use modal verbs <b>MÖCHTEN (WOULD LIKE) and WOLLEN (WANT)</b>.</li> <li>• Review two-way prepositions and all dative prepositions.</li> </ul>	Tutorial
3 days: 14-16	<b>Unit Activity and Discussion—Unit 1</b>	Unit Activity Discussion

1 day: 17	<b>Posttest—Unit 1</b>	Assessment
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## Unit 2: Traveling

### Summary

In this unit, you will discuss traveling to different regions and the flora and fauna found in each. Then, you will describe a trip to the countryside, the weather and the plants and animals found there. Next, you will describe a trip to the beach and the kind of weather, plants, and animals found at and around coastal areas. Finally, you will discuss environmental protection and conservation, and how to stay safe in the event of a natural disaster.

Day	Activity/Objective	Type
3 days: 18-20	<p><b>In the Country</b> Describe a visit to the countryside.</p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use time-related verbs and expressions.</li> <li>• Use weather-related verbs and expressions.</li> <li>• Use directional expressions and two-way prepositions (including their contractions) to describe relative locations of geographic features: <b>NACH/IN</b> (TO), <b>AN</b> (AT), <b>NEBEN</b> (NEXT TO), <b>AUF</b> (ON TOP OF), <b>HINTER</b> (BEHIND), and <b>VOR</b> (IN FRONT OF).</li> <li>• Use verbs describing animal sounds: <b>BELLEN</b> (BARK), <b>MIAUEN</b> (MEOW), <b>SINGEN</b> (SING), etc.</li> </ul>	Tutorial
3 days: 21-23	<p><b>At the Beach</b> Describe a trip to the beach.</p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review use of imperative verbs: <b>BRINGEN</b> (BRING), <b>ABGEBEN</b> (TO CHECK SOMETHING IN), and <b>TRAGEN</b> (TO WEAR).</li> <li>• Use verbs and phrases to express necessities: <b>MUESSEN</b> (MUST), <b>ES IST NOTIG</b> (IT IS NECESSARY).</li> <li>• Review gerunds: das <b>SCHWIMMEN</b> (SWIMMING), <b>DAS SPIELEN</b> (PLAYING), <b>DAS ESSEN</b> (EATING).</li> <li>• Use verbs and phrases to describe the weather.</li> </ul>	Tutorial

4 days: 24-27	<p><b>Taking a Road Trip</b> <i>Describe the experience of taking a road trip.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use imperative command forms related to giving directions.</li> <li>• Use conversational past and narrative past to describe a trip and discuss the differences.</li> <li>• Review telling time.</li> </ul>	Tutorial
3 days: 28-30	<p><b>Environmental and Personal Safety</b> <i>Discuss environmental protection and safety issues associated with natural disasters.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Spiral use of expressions using subjunctive as applied to sustainability and safety (<b>KÖNNTE, SOLLTE, MÜSSTE, and DÜRFTE</b>).</li> <li>• Examine and apply correct use of adverbs.</li> <li>• Introduce relevant genitive prepositions (<b>AUßERHALB, INNERHALB, and WÄHREND</b>).</li> <li>• Review construction of compound nouns.</li> </ul>	Tutorial
3 days: 31-33	<b>Unit Activity and Discussion—Unit 2</b>	Unit Activity Discussion
1 day: 34	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: Leisure Time

### Summary

In this unit, you will describe hobbies, activities, and crafts that people enjoy. Then, you will describe types of live and recorded entertainment, such as plays, movies, concerts, television shows, etc. Next, you will describe outdoor activities, such as professional and recreational sports, and other activities enjoyed outside. Finally, you will discuss the holidays, celebrations, and rites of passage specific to a culture, and myths, fables, and other storytelling traditions of that culture.

Day	Activity/Objective	Type
3 days:	<b>Personal Pastimes</b>	Tutorial

35-37	<p><i>Discuss personal interests and leisure activities.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use sequencing words to describe events with respect to time (<b>ERST</b>, <b>DANN</b>, and <b>ALS ERSTE</b>).</li> <li>• Use verbs of preference (<b>GEFALLEN</b>), including a focus on word order and dative attributes.</li> <li>• Use the phrase (<b>SICH INTERESSIEREN FÜR</b>).</li> </ul>	
4 days: 38-41	<p><b>Entertainment</b></p> <p><i>Describe various forms of entertainment, live and recorded.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Recognize and use subjunctive II.</li> <li>• Use <b>WO</b> and <b>DA</b> compounds.</li> <li>• Use the phrases <b>UM ZU</b>, and <b>OHNE ZU</b>.</li> <li>• Distinguish between active and passive voice.</li> </ul>	Tutorial
4 days: 42-45	<p><b>Recreation</b></p> <p><i>Discuss preferred forms of outdoor activities.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use verbs for sports and activities correctly in the past tense.</li> <li>• Correctly use the verbs to know, <b>KENNEN</b>, <b>WISSEN</b>, etc., in the present tense.</li> <li>• Identify cognates between English and German.</li> <li>• Use imperative forms of to be and also of all senses with emphasis words: <b>SCHAU MAL!</b> (SHOW!), <b>GUCK MAL!</b> (LOOK!), and <b>SCHMECK!</b> (TASTE!).</li> </ul>	Tutorial
3 days: 46-48	<p><b>Customs and Traditions</b></p> <p><i>Discuss how a culture's stories and rites of passage shape that culture.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Recognize and use <b>IMPERFEKT</b> in fables.</li> <li>• Use ordinal numbers/sequencing correctly.</li> <li>• Introduce <b>NIRGEND-</b> (NO-) and, <b>IRGEND-</b> (SOME-).</li> </ul>	Tutorial
3 days: 49-51	<b>Unit Activity and Discussion—Unit 3</b>	Unit Activity Discussion
1 day: 52	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: Healthy Living

### Summary

In this unit, you will discuss medical specialists, including dentists and veterinarians, and symptoms related to illness and injury. Then, you will describe healthy habits, such as good nutrition and fitness regimes, and regular self-examinations. Next, you will learn about treatment of injuries and illnesses. Finally, you will learn about alternative and traditional medical practices.

Day	Activity/Objective	Type
3 days: 53-55	<p><b>Medical Care</b>  <i>Discuss how to seek medical care and describe symptoms to a medical professional.</i>  <b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use definite articles with body parts.</li> <li>• Use reflexive/dative verbs to speak of physical and emotional conditions, including <b>SICH FREUEN, SICH FUEHLEN, WEHTUN, VERLETZEN, BRECHEN, and VERSTAUCHEN.</b></li> <li>• Correctly use the two past tenses (<b>IMPERFEKT</b> and <b>PERFEKT</b>) to narrate a visit to the doctor.</li> </ul>	Tutorial
4 days: 56-59	<p><b>Healthy Habits</b>  <i>Discuss healthy habits and prevention of illness.</i>  <b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use accusative reflexive verb/pronouns: <b>FUEHLEN SICH.</b></li> <li>• Use phrases for approval and disapproval of healthy/not healthy activities, conjunctions and word order: <b>ES IST PRIMA, DASS (IT'S GREAT THAT), ICH BIN FROH, DASS (I'M HAPPY THAT), and ES IST SCHADE, and DASS (IT'S A SHAME THAT).</b></li> <li>• Use transitive and intransitive verbs of motion.</li> </ul>	Tutorial
3 days: 60-62	<p><b>Injuries and Ailments</b>  <i>Discuss treatment of injuries and ailments.</i>  <b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use verbs relating to treatment/sickness (<b>BRECHEN, VERSTAUCHE, etc.</b>) including verbs used with dative case forms such as <b>FEHLEN, WEHTUN.</b></li> </ul>	Tutorial

	<ul style="list-style-type: none"> <li>• Identify words for body parts and use them with definite articles.</li> <li>• Use interrogatives as conjunctions.</li> </ul>	
4 days: 63-66	<p><b>Alternative Medicine</b> Discuss various cultural attitudes toward medical practices.</p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use expressions of doubt and negation with the subjunctive.</li> <li>• Use contrasting expressions that do and do not use subjunctive (<b>WIE WAERE ES MIT? WIE STEHT'S MIT?</b>).</li> <li>• Use dative prepositions (<b>MIT</b>).</li> <li>• Review modal verbs <b>MÜSSEN</b> and <b>SOLLEN</b>, and introduce <b>DÜRFEN</b> (TO BE ALLOWED TO).</li> </ul>	Tutorial
3 days: 67-69	<b>Unit Activity and Discussion—Unit 4</b>	Unit Activity Discussion
1 day: 70	<b>Posttest—Unit 4</b>	Assessment

## Unit 5: On the Road Again

### Summary

In this unit, you will discuss types of trips, including road trips, camping, and ecotourism. Then, you will explain how to keep track of location while traveling by using geographical tools like GPS and a compass. Next, you will learn how to plan an itinerary for a trip, tourist destinations, and modes of transportation used for travel. Finally, you will learn about how to share details about and photos of a trip taken, using online blogs and photo albums.

Day	Activity/Objective	Type
3 days: 71-73	<p><b>Choosing a Vacation</b> Discuss different types of trips or vacations.</p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use conditional and phrases to make requests and plans.</li> <li>• Review and use future tense (<b>WERDEN</b>).</li> </ul>	Tutorial



	<ul style="list-style-type: none"> <li>• Use idiomatic expressions to speak of travel: <b>EIN KATZENSPRUNG</b> (A STONE'S THROW); <b>GUTE REISE</b> (WISHING SOMEONE A GOOD TRIP); <b>UEBER STOCK UND STEIN</b> (UP THE HILL AND DOWN THE DALE); <b>UM PUNKT NEUN</b> (AT 9 O'CLOCK ON THE DOT); <b>ZU FUSS</b> (ON FOOT).</li> <li>• Use travel-related verbs phrases and verbs for making reservations and other plans: <b>RESERVIEREN</b>, <b>UEBERNACHTEN</b> (STAY OVERNIGHT), <b>ANKOMMEN</b> (TO ARRIVE), and <b>WEGFAHREN</b> (TO DEPART).</li> <li>• Use <b>WO</b> and <b>DA</b> compounds (<b>WOFUER</b>, <b>WORAUF</b>, <b>WOHIN</b>, etc.).</li> </ul>	
3 days 74-76:	<p><b>Where Am I?</b> Discuss how to track location while traveling. <b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use direction words appropriately, e.g., <b>OST</b>, <b>WEST</b>, <b>NORD</b>, <b>SUED</b>, <b>ABBIEGEN OR EINBIEGEN</b> (TO TURN), <b>WEITERFAHREN</b> (DRIVE ON), and <b>NACH RECHTS/NACH LINKS</b> (TO THE RIGHT/TO THE LEFT).</li> <li>• Use two-way prepositions.</li> </ul>	Tutorial
4 days: 77-80	<p><b>Taking a Trip</b> Describe how to plan an itinerary for a trip. <b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast modes of transportation.</li> <li>• Use time expressions indicating future tense.</li> <li>• Use future subjunctive with <b>WUERDEN</b>.</li> <li>• Use different verbs to talk about sightseeing correctly (<b>BESICHTIGEN</b>, <b>BESUCHEN</b>, and <b>SEHEN</b>).</li> </ul>	Tutorial
4 days: 81-84	<p><b>Travel Blog</b> Describe methods of sharing details about a trip with others. <b>Grammar Objective:</b> Review past tenses (conversational past and narrative past).</p>	Tutorial
3 days: 85–87	<b>Unit Activity and Discussion—Unit 5</b>	Unit Activity Discussion
1 day:	<b>Posttest—Unit 5</b>	Assessment

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1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Exam</b>	Assessment