

# Syllabus

## 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.
- 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.
- The language you are learning in this course uses symbols, such as accents. Use these [instructions](#) to learn how to enter these symbols using your keyboard.

## 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 with definite and indefinite articles.</li> </ul>	Tutorial
4 days: 6-9	<b>At School and Around Town</b> <i>Ask and answer questions about school, teachers, classmates, and things around town.</i>	Tutorial

	<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>	
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> <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 (TO TAKE), SEHEN (TO SEE), and LESEN</b></li> </ul>	Tutorial

	<p>(TO READ).</p> <ul style="list-style-type: none"> <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. <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:	<b>Friends and Family</b>	Tutorial

38-40	<p><i>Describe relationships between family members and friends.</i></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>	
3 days: 41-43	<p><b>School and Work Associates</b></p> <p><i>Describe relationships between students and teachers and between employees and employers.</i></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></p> <p><i>Describe relationships among members of a community and community celebrations.</i></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></p> <p><i>Discuss online relationships and communication.</i></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 (<b>WUERDE/HAETTE/WAERE ICH</b>).</li> <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</li> </ul>	Tutorial



	<b>GLAUBEN).</b>	
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> <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>	Tutorial
3 days:	<b>In the Community</b>	Tutorial

61-63	<p><i>Discuss responsibilities and obligations to the community.</i></p> <p><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>	
3 days: 64-66	<p><b>Managing Money</b></p> <p><i>Describe personal finances and banking.</i></p> <p><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 (accusative/dative).</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 TO LIKE 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></p> <p><b>Grammar and Vocabulary Objectives:</b></p>	Tutorial

	<ul style="list-style-type: none"> <li>• Use prepositional phrases (including with contractions: <b>AM WOCHENENDE</b>, <b>INS RESTAURANT</b>, and <b>ZUM ABENDESSEN</b>).</li> <li>• Use irregular command forms correctly with stem-changing verbs and separable verbs including <b>TAKE (NIMM!)</b>, <b>GIVE (GIB!)</b>, <b>SEE (SIEH!)</b>, <b>DRIVE (FAHR!)</b>, and <b>CLEAN UP (RAEUM AUF!)</b>.</li> <li>• Use verb/preposition associations such as <b>ICH BEWERBE MICH UM</b>, <b>ICH ERKUNDIGE MICH NACH</b>, and <b>ICH BESCHAEFTIGE MICH MIT</b>.</li> <li>• Use object pronouns in commands correctly.</li> </ul>	
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

## Course Map

You will achieve course level objectives by completing each lesson’s instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester A](#).