This guide delineates the scope and sequence of German instruction in both junior and senior high schools indicating instructional goals in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school philosophy and a discussion of the design of the foreign language behavioral objectives in the guide, the manual presents material on: (1) the scope and sequence of the course in both four- and six-year sequences, (2) materials, (3) methodology, (4) idioms and expressions, (5) topical vocabulary lists, (6) a section on German 3. Topical vocabulary lists and lists of idiomatic expressions are included. This audiolingual course outlines listening, speaking, reading, and writing objectives in terms of the culture, vocabulary, phonology, morphology, and syntax of the language. (RL)
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ACKNOWLEDGMENTS

This publication is the first venture in producing a guide which delineates the scope and sequence of foreign language instruction from grades 7 through 12.

The curriculum guide will serve as the basis for a well articulated foreign language program in Bloomington.

Invaluable assistance in the writing of this guide was obtained from the curriculum guides of Bloomfield Hills, Minneapolis, New York City, the State of Delaware, the State of Indiana, the State of Minnesota, and the State of Wisconsin.

We are deeply indebted to the above mentioned agencies for direction and specific ideas, as well as the writing teams and others who offered suggestions, in the development of this curriculum guide.
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PURPOSE OF THE CURRICULUM GUIDE

This curriculum guide has been written to assist the language teachers in Bloomington. It is intended to serve as a guide to foreign language teachers in:

1. following the philosophy and objectives
2. following the scope and sequence of course content
3. teaching the fundamental language skills
4. teaching the foreign culture and civilization
5. following behavioral objectives in planning and teaching the target language
6. using audio-lingual techniques
7. preparing and using dialogs and pattern drills
8. carrying on a program of motivational activities and projects
9. using audio and audio-visual aids
10. planning and scheduling supplementary reading and reports
11. improving articulation.
INTRODUCTION

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no given point can the experience be considered complete or the skill perfect. Many pupils study a foreign language for only two years; of course, a longer time is needed to approach a mastery of the language. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

Progress in any one of the linguistic skills of foreign language learning or in the cultural experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected and may later be forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.
BLOOMINGTON'S SCHOOL PHILOSOPHY

The philosophy of education of the Bloomington Schools professes the belief that each child should develop his potential to the fullest, and to meet his intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

It believes the following basic principles. We believe in:

1. the value of the individual personality.
2. the worth of the individual.
3. the individual's potentialities.
4. the individual patterns of human growth.
5. the individuality of learning.
6. the value of good mental and physical health of the individual.
7. the importance of the moral and spiritual values of the individual.
8. the individuals who need to identify with groups.
9. the value of creative instruction.
10. continuous educational research and utilization of its findings.
11. the value of excellence in all instruction.
RATIONALE OF FOREIGN LANGUAGE EDUCATION IN BLOOMINGTON

Supersonic jets and other modes of transportation and communication have contracted the globe and increased man's awareness of his formerly far-flung neighbors so that the need to communicate effectively within the family of nations is imperative. Recent world events have punctuated the necessity for communicative educational programs because of the rapidly expanding dimensions of society and the intermingling of people of various cultures.

Communication with our world neighbors integrates a personal and humanistic element into foreign language learning. An important value of foreign language learning is the awareness of another culture through its language. This implies that there are many ways of doing things, not just our way.

Effective communication with other people has a humanitarian aspect as well since our world neighbor is more amenable to our assistance and suggestions when we speak his language. Our programs of assistance to underdeveloped countries have demonstrated this fact. Former President John F. Kennedy and his wife won the hearts of people in the foreign countries they visited when they spoke the language of the inhabitants.

Economic factors also have dictated the necessity for business leaders to communicate in the target language in their inter-continental business transactions.

Our international relations are constantly expanding as we find new ways to secure world peace, to provide technical and material assistance to other countries and to promote cultural exchanges. The importance of knowing and speaking foreign languages is constantly increasing as we become more closely intertwined with other peoples.

This concept of communication with our world neighbors has been recognized by our Federal Government in the creation of the National Defense Education Act of 1958 to develop educational programs of intensive foreign language study.

The Administration and the Board of Education in Bloomington have also recognized the vital need for foreign language instruction. This has been evidenced by the increased course offerings, such as Russian in the senior high schools, and by expanded foreign language training in the junior high program. The Board of Education appointed a K-12 Foreign Language Coordinator to assure the continued importance of foreign language instruction by means of a sequential program in the elementary and secondary schools.

The Bloomington Foreign Language Staff proposes the following philosophy of instruction which should be applicable to all grade levels:

1. Foreign language communication can best be accomplished by utilizing not only the most modern audio-lingual approaches to language learning but also those approaches which have proved successful in the past.
2. Foreign language instruction should begin as early as possible, preferably in the primary grades.

3. The term "level" (rather than "year" or "grade") designates the degree of linguistic proficiency to be mastered and the cultural understanding to be acquired during a specified period of time.
OBJECTIVES OF FOREIGN LANGUAGE INSTRUCTION

General Objectives

The primary function of language is to communicate, first through hearing and speaking, and then through reading and writing.

A concomitant objective of foreign language instruction is to develop in pupils an understanding of foreign people, of their country and of their culture.

Specific Objectives

The specific objectives of foreign language instruction can be stated as linguistic and cultural.

Linguistic Objectives:

1. To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience.

2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience.

3. To read with direct understanding, without recourse to English translation, material on a general subject.

4. To write, using authentic patterns of the language.

5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.

Cultural Objectives:

1. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied.

2. To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.).

3. To develop an understanding of the literary and cultural heritage of the people whose language is studied.
BEHAVIORAL OBJECTIVES

In the development of the Foreign Language Curriculum Guide efforts have been made to include the use of behavioral objectives.

These objectives are designed to describe the total performance (T.P.O.) for a given segment of language instruction, as well as the more specific instructional performance (I.P.O.) of the specific lessons provided in this program. By no means is this program comprehensive or complete for all segments of language instruction, but it has been developed as a guide for the teacher and a possible pattern for subsequent efforts.

Learning activity packages are being written, using behavioral objectives, and student performance criteria.

In order to delineate the specific linguistic and cultural skills in behavioral terms, the performance objectives on the following pages were used in the development of each of the languages.

The coding used includes:  
T.P.O. = Total Performance Objective  
I.P.O. = Instructional Performance Objective
FOREIGN LANGUAGE BEHAVIORAL OBJECTIVES DESIGN

T.P.O.F.L. 1.0
Given any communication in the target language, at his level of instruction, the learner will demonstrate his ability to convey meaning in the ORAL area through pronunciation, intonation, rhythm, and syntax. Accuracy: 90% or greater.

I.P.O.F.L. 1.1
Given a series of utterances, the learner will imitate promptly, verbally, with correct pronunciation, morphology, and syntax. The rate must be normal. Accuracy: 90% or greater.

I.P.O.F.L. 1.1a
Given a simple utterance, the learner will repeat it immediately with sufficient accuracy that not two phonemes are confused and that no native language phonemes are substituted. (The rate must be normal.) Accuracy: 95% or greater.

I.P.O.F.L. 1.1b
Given at his level of instruction an oral list of words containing the phonemes unique to the target language, the learner will imitate the words with accuracy satisfactory to the examiner. Accuracy: 80% or greater.

I.P.O.F.L. 1.2
Given a command requiring a single non-verbal response, the learner will respond promptly. Accuracy: 95% or greater.

I.P.O.F.L. 1.3
Given an utterance requiring a declarative response, the learner will respond promptly, verbally, and with correct pronunciation, morphology, and syntax. The rate must be normal, with accuracy of 80% or greater.

I.P.O.F.L. 1.4
Given oral interrogatives in the target language the learner, at his level of instruction, will consistently identify them verbally or non-verbally. Accuracy: 100%.

I.P.O.F.L. 1.5
Given oral questions at his level of instruction in the target language, the learner will answer promptly in the target language with native-like control (phonology, morphology, and syntax). Accuracy: 80% or greater.

I.P.O.F.L. 1.6
Given any situation at his level of instruction in the target language, the learner will construct one or more questions in the target language with native-like accuracy of 90% or greater.

I.P.O.F.L. 1.7
Given orally a series of sentences containing dialects (recognized phonemic variations), the learner will repeat in his standard speech, accurately identifying 75% of the variations.
T.P.O.F.L. 2.0 Given any communication at his level of instruction, the learner will demonstrate his ability to convey meaning in the written area through spelling, punctuation and syntax. Accuracy: 85% or greater.

I.P.O.F.L. 2.1 Given the written form of an utterance previously mastered orally, the learner will copy it correctly and legibly, all symbols of the target language being written correctly, with 100% accuracy.

I.P.O.F.L. 2.2 Given any utterance(s) at his level of instruction in the target language, the learner will write it correctly and promptly from dictation with 95% accuracy or greater.

I.P.O.F.L. 2.3 Given any utterance(s) at his level of instruction in the target language NOT previously mastered in the written form, the learner will write it correctly and promptly from dictation. Accuracy: 80% or greater.

I.P.O.F.L. 2.4 Given the written form of an utterance he has or has not mastered, the learner will read aloud with correct pronunciation, rhythm, intonation, and at a normal rate. Accuracy: 75% or greater.

I.P.O.F.L. 2.5 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written declarative sentences with no vocabulary aids and with correct morphology and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 2.6 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written interrogatives with no lexical aids and with correct morphology and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 2.7 Given an oral lecture at his level of instruction, in the target language, the learner will demonstrate his ability to take notes in the target language with 75% accuracy or greater.

T.P.O.F.L. 3.0 Given any specific function of a word or group of words at his level of instruction, in the target language, the learner will demonstrate his ability to use this item in correct context (correct morphology and syntax) with accuracy of 80% or greater. (Function words e.g. verb, adverb, intensifiers, determiners, etc.)

I.P.O.F.L. 3.1 Given a minimal list (the number unique to the target language) of any class of verbs at his level of instruction, the learner will select and use the verb form appropriate to context, orally as well as written, with 80% accuracy, or greater.
I.P.O.F.L. 3.1a Given a minimal list of any class of verbs at his level of instruction, the learner will demonstrate his ability to convey meaning in two or more time sequences, orally as well as written, with 85% or greater accuracy.

I.P.O.F.L. 3.1b Given a list of verbs containing orthographic changes unique to the target language, the learner will demonstrate, at his level of instruction, his ability to use these in written form with 90% or greater accuracy.

I.P.O.F.L. 3.1c Given a list of reflexive verbs unique to the target language, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written, with 90% accuracy or greater.

I.P.O.F.L. 3.1d Given a list or irregular verbs (unique to the target language) the learner will demonstrate his ability to convey meaning orally as well as written, with 80% accuracy or greater.

I.P.O.F.L. 3.1e Given any infinitive in the target language the learner will demonstrate his ability to recognize it and find the stem to be used for conjugating the entire verb. Accuracy: 90% or greater.

I.P.O.F.L. 3.1f Given a list of verbs with stem changes, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written with 90% accuracy or greater.

I.P.O.F.L. 3.2 Given a series of utterances at his level of instruction, the learner will demonstrate his ability in oral as well as written form, to transform into negatives with special attention to intonation and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 3.3 Given a list of verbs at his level of instruction, the learner will demonstrate his ability to construct new parts of speech orally or written, from this list, with 85% accuracy or greater.

I.P.O.F.L. 3.3a Given any utterance in the imperative form in the target language at his level of instruction, the learner will recognize and demonstrate his ability to convey meaning with 90% accuracy or greater.

I.P.O.F.L. 3.3b Given any infinitive form in the target language at his level of instruction, the learner will demonstrate his ability to identify, construct, and convey meaning by the participial form appropriate to any given context. Accuracy: 80% or greater.
Given any utterance in the target language at his level of instruction, the learner will demonstrate his ability to accurately place direct, object nouns and indirect object nouns or pronouns with 85% accuracy or greater (morphology and syntax).

Given a list of adjectives at his level of instruction the learner will demonstrate his ability to transform any adjective into new parts of speech, orally or written form, with 85% or greater accuracy.

Given a list of adverbs, at his level of instruction the learner will demonstrate his ability to construct new parts of speech, orally or written, from the given list. Accuracy: 90% or greater.

Given a list of nouns at his level of instruction, the learner will demonstrate his ability to construct and use new parts of speech, orally as well as written, with 85% or greater accuracy.

Given any situation requiring adverbial meaning, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.

Given any situation requiring adverbial meaning employing a preposition, the learner at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% accuracy or greater.

Given any situation requiring adverbial meaning with a preposition, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.

Given a set of basic illustrations at his level of instruction demonstrating NUMBER and GENDER unique to the target language, the learner will demonstrate his ability to distinguish each in both oral and/or written context with native-like control. Accuracy: 95% or greater.

Given a minimum of four masculine, four feminine, and four neuter terms, at his level of instruction, the learner will distinguish, by oral or written usage, the unique differences. Accuracy: 90% or greater.

Given any unidentified noun, pronoun, or adjective at his level of instruction, the learner will construct in the target language one or more illustrations demonstrating his ability to distinguish between masculine, feminine, and neuter genders. This is to be achieved with 80% accuracy or greater.
I.P.O.F.L. 4.3 Given a minimum list of four singular and four plural terms, at his level of instruction, the learner will distinguish by oral or written usage, the unique differences. Accuracy: 90% or greater.

I.P.O.F.L. 4.4 Given any singular or plural noun and/or pronoun and/or adjective and/or verb at his level of instruction, in the target language (oral or written), the learner will construct the contrasting quantity with 75% accuracy.

I.P.O.F.L. 4.5 Given any quantity of utterances, his level of instruction, in the target language, the learner will demonstrate his ability to convey meaning by appropriate agreement of all related terms. Accuracy: 80% or greater.

I.P.O.F.L. 4.6 Given a minimal list of roots at his level of instruction, in the target language, the learner will demonstrate in the target language his ability to transform these and use the derivatives in accurate context. Accuracy: 80% or greater.

T.P.O.F.L. 5.0 Given a minimal set of 100 idiomatic expressions at his level of instruction, the learner will demonstrate use of those situations (oral or written) in the target language unique to the mores of the target region. Accuracy: 75% or greater.

I.P.O.F.L. 5.1 Given an idiomatic expression in the target language at his level of instruction, the learner will demonstrate his ability to recognize the basic definition of "idiomatic" with 100% accuracy. (e.g. environmental)

I.P.O.F.L. 5.2 Given any idiomatic expression(s) in the target language at his level of instruction, the learner will demonstrate his ability to use these in situations unique to the life situations of the target region. Usage is to be oral or written with 80% accuracy or greater.

T.P.O.F.L. 6.0 Given an oral or written passage which may or may not be previously mastered, in the target language, at his level of instruction the learner will identify and/or name main ideas and answer questions orally and in writing with native-like control. Accuracy: 75% or greater.

I.P.O.F.L. 6.1 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will identify and describe or interpret the main idea(s) of the passage orally or written. This is to be in the target language with 80% accuracy or greater.
I.P.O.F.L. 6.2 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will describe in summary from the main idea(s), orally or written. This is to be in the target language with 80% accuracy or greater.

I.P.O.F.L. 6.3 Given an oral or written passage which may or may not be previously studied in the target language, at his level of instruction, the learner will answer questions orally or written on the content, dealing with the main idea of any sentence(s). This is to be in the target language with 80% accuracy or greater.

T.P.O.F.L. 7.0 Given a topic or incomplete topic sentence or detailed outline in the target language at his level of instruction, the learner will demonstrate his ability to speak or write well-organized paragraph(s) of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.

I.P.O.F.L. 7.1 Given an outline, in the target language at his level of instruction, the learner will demonstrate his ability to construct orally or written a well-organized presentation of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.

I.P.O.F.L. 7.2 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct in written form, well-organized paragraph(s) or three or more sentences in the target language with native-like control. Accuracy: 75% or greater.

I.P.O.F.L. 7.3 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct orally three or more well-organized sentences in the target language with native-like phonology, morphology, and syntax. Accuracy 70% or greater.

T.P.O.F.L. 8.0 Given situations based upon the geography, history, literature, and fine arts, at his level of instruction, the learner will demonstrate his comprehension by describing the mores unique to the target culture in the native and/or target languages. Accuracy: 75% or greater for all items.

I.P.O.F.L. 8.1 Given a list of the holidays appropriate to the geographical location, the learner will state the reasons for their significance.
I.P.O.F.L. 8.1a Given a list of the holidays in the target culture, the learner will identify those of a religious base.

I.P.O.F.L. 8.1b Given a list of the holidays in the target culture, the learner will identify those of a non-religious base.

I.P.O.F.L. 8.2 Given a minimal list of five geographical terms at his level of instruction, the learner will interpret these as affecting the everyday life of the target culture.

I.P.O.F.L. 8.2a Given the regions of the target language, at the level of his instruction, the learner will describe the climate as it affects the everyday life of each region.

I.P.O.F.L. 8.2b Given the terrain unique to the regions of the target language at the level of his instruction, the learner will demonstrate his comprehension of this as it affects everyday life of a citizen of the target world.

I.P.O.F.L. 8.2c Given appropriate materials at the level of his instruction, the learner will identify the major products of the target regions and describe the effects, if any, upon the everyday life.

I.P.O.F.L. 8.3 Given a list of widespread forms of entertainment unique to the target culture, the learner at his level of instruction will identify situations in the target culture where these are effective.

I.P.O.F.L. 8.4 Given appropriate resources, the learner at his level of instruction will describe the attitudes and policies in education throughout the target regions.

I.P.O.F.L. 8.5 Given suitable resources, the learner will describe in his level of instruction, the social history of the target regions.

I.P.O.F.L. 8.6 Given access to appropriate resources, the learner will at his level of instruction describe domestic affairs unique to the target regions. (e.g. government, law, and home)

I.P.O.F.L. 8.7 Given access to appropriate resources, the learner, at his level of instruction, will describe foreign affairs unique to the target regions.

I.P.O.F.L. 8.8 Given available resources, the learner will describe, at his level of instruction, the fine arts of the target regions.

I.P.O.F.L. 8.9 Given appropriate resources, the learner, at his level of instruction, will describe the literary styles of widespread acceptance by the target regions.
I.P.O.F.L. 8.10 Given all available resources, the learner, at his level of instruction, will describe the effects of family life on social behavior.

I.P.O.F.L. 8.11 Given the target culture, the learner, at his level of instruction, will interpret in what manner and to what degree the target culture influences his own native culture.
PHILOSOPHY

Learning a foreign language means developing new skills, attitudes, insights and behavior patterns which can result only from systematic learning. The sound system, the visual symbols, idiomatic expressions and patterns of speech, plus the structure system, all contribute to the learning of skills - the more systematic the learning, the greater the skill.

Becoming aware of characteristics of another culture contributes toward the development of members of a multi-cultural society which may be national or universal. Thus the learning of German provides a valuable contribution to the complete education of the learner.
OBJECTIVES

The objectives of the learning of German are related to two areas, linguistics and culture. At all levels the linguistic skills are to be stressed in the following order of importance: listening, speaking, reading and writing. The degree of stress will be changed at levels three through six, when increased emphasis is to be placed upon the reading and writing skills.

Linguistic Objectives

1. To understand German when spoken by native speakers
2. To speak German fluently enough to communicate ideas with a native speaker
3. To read without translation material within the pupil's experience plus newspapers, periodicals and items of literary merit
4. To write correct, idiomatic German about topics within the experience of the learner.

Cultural Objectives

1. To understand behavior patterns that accompany the language, German
2. To comprehend culture, traditional and contemporary, as a way of life
3. To develop a positive attitude in examining another culture, thus seeking similarities as well as differences
4. To acquire insights into the fine arts, the performing arts and the scientific developments of Germany and other German-speaking countries.
OBJECTIVES: JUNIOR HIGH SCHOOL

1. The ability to understand German as spoken by a native on subjects within the pupil's scope of knowledge
2. The ability to speak German so that the pupil is understood by native Germans on topics that have been thoroughly covered in class
3. The ability to read in German material that has previously been learned and mastered audio-lingually without translation
4. The ability to write in German the material already heard, spoken and read.

Cultural Objective

The development of insight into contemporary German culture and the understanding of the similarities and the dissimilarities of the German culture and the American culture.
## Essentials for Communication

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<th>Morphology</th>
<th>Syntax</th>
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<td><strong>LISTENING</strong></td>
<td>To hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances</td>
<td>To hear the foreign language without being confused by syntactical arrangements</td>
</tr>
<tr>
<td>To hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete utterances</td>
<td>To express one's ideas orally using appropriate grammatical forms</td>
<td>To express one's ideas orally using word order which is characteristic of the spoken language</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td>To express one's ideas orally using appropriate grammatical forms</td>
<td>To express one's ideas orally using word order which is characteristic of the spoken language</td>
</tr>
<tr>
<td>To produce all the significant sounds and intonation patterns of the foreign language in a manner acceptable to native speakers</td>
<td>To draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure</td>
<td>To read directly in the foreign language without being confused by syntactical arrangements</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>To draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure</td>
<td>To read directly in the foreign language without being confused by syntactical arrangements</td>
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<td>To associate the appropriate graphic symbols with the sounds for which they stand</td>
<td>To express one's ideas in writing using appropriate grammatical forms</td>
<td>To express one's ideas in writing using the appropriate word order of the foreign language</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>To express one's ideas in writing using appropriate grammatical forms</td>
<td>To express one's ideas in writing using the appropriate word order of the foreign language</td>
</tr>
<tr>
<td>To spell the graphic symbols which stand for the sounds of the language</td>
<td>To understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning</td>
<td>To understand how the foreign language uses variations in word order to express meaning</td>
</tr>
<tr>
<td><strong>CONCEPTS</strong></td>
<td>To understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning</td>
<td></td>
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Grade Seven in a Six-Year Sequence

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<td>agreement of subject and verb (esp. important in speaking)</td>
<td>normal word order and inverted word order after dann, hier, morgen, etc.</td>
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<td>def. and indef. article in nominative and accusative pers. pronouns in nom. and acc.</td>
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<td>S difference between certain consonants in German and English, esp. l, r, ch (ich-ach sounds)</td>
<td>predic. adjectives poss. adj. and kein in nom. and acc.</td>
<td>word order with modal verbs</td>
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<td>T</td>
<td>intonation and rhythm</td>
<td>word order with verbs with separable prefixes</td>
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<td>in statements, questions, commands</td>
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<td>N</td>
<td>word accent</td>
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<td>short and long vowels</td>
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<td>pure and umlauted vowels</td>
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<td>consonants l, r, ch (ich-ach sounds)</td>
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<td>agreement of subject and verb (esp. important in speaking)</td>
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<tr>
<td></td>
<td>foreign word -tion</td>
<td></td>
</tr>
</tbody>
</table>

- short and long vowels
- pure and umlauted vowels
- consonants l, r, ch (ich-ach sounds)
- initial z
- intonation and rhythm
- in statements, questions, commands
- combination gu, zw
- foreign word -tion
- agreement of subject and verb (esp. important in speaking)
- def. and indef. article in nominative and accusative pers. pronouns in nom. and acc.
- predic. adjectives poss. adj. and kein in nom. and acc.
- intonation of sentences
- normal word order and inverted word order after dann, hier, morgen, etc.
- word order in questions and commands some positions of nicht
- word order with modal verbs
- word order with verbs with separable prefixes
- agreement of subject and verb (esp. important in speaking)
- def. and indef. article in nominative and accusative pers. pronouns in nom. and acc.
- predic. adjectives poss. adj. and kein in nom. and acc.
- normal word order and inverted word order after dann, hier, morgen, etc.
- word order in questions and commands some positions of nicht
- word order with modal verbs
- word order with verbs with separable prefixes
<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>German and English differ in the graphic symbols</td>
<td>Nouns with definite and indefinite article or possessive adjective agree with verb forms (present tense). Pronouns agree with verb forms. Nouns in nominative and accusative have specific forms and functions. Pronouns represent nouns (animate or inanimate).</td>
<td>Normal and inverted word order express the same content but may shift emphasis. Word order in questions without interrogative pronouns differs from English. With certain German verbs - modals and with a separable prefix, a unique word order is used.</td>
</tr>
<tr>
<td>C for some vowels and consonants, and both</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O many sounds. German</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N P has some sounds and some graphic symbols completely foreign to English.</td>
<td></td>
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</tr>
</tbody>
</table>
### Vocabulary

In the context of the topics or units:
- greetings
- leave taking
- classroom - incl. conversational terms
- numbers
- colors
- clothing - shopping
- clock time
- *calendar time - months, seasons
- **school building
- **members of family
- **parts of body
- *common foods
- **weather
- Christmas
- geography
- community

Nouns, verbs, adjectives pertaining to these topics as well as:
- definite and indefinite article in nominative and accusative
- personal pronouns in nominative and accusative
- possessive adjectives, kein
- interrogative pronoun in nominative and accusative
- haben, sein
- function words like: und, oder, aber, hier, etc.

**Emphasis is on oral-aural skills.**

*Studies in Chapter 6, but grammar section studied in 8th grade.

**To be studied but not included in first five chapters of book - words to be found on supplementary list.

### Culture

**Introduction to German culture should be an integral and natural part of teaching German but should not take the place of teaching the language.** The environment of the classroom, German books, magazines, tapes, films, records, and pictures should stimulate the student's interest in learning about the following cultural items:

- German names
- forms of address
- courtesy patterns
- social customs
- German school day and school year
- places in a German town
- 24-hour clock
- some typical foods
- restaurant
- German holidays, especially Christmas and Advent
- rhymes
- songs and music
- Germany
  - landscape of regions
  - rivers and their locations
  - cities and their locations
- German money

The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in German.

### Cultural Items

Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.
Grade Eight in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>L combination of sounds:</td>
<td>nouns with def. and indef. art. in nom., acc., dat.</td>
<td>position of direct and indirect objects (nouns and pronouns)</td>
</tr>
<tr>
<td>pf glottal stop</td>
<td>poss. and demonstr. adj. in nom., acc., dat.</td>
<td>word order with modals and separ. verbs</td>
</tr>
<tr>
<td>T foreign words with ch, -tion, initial c,</td>
<td>adject. and adverb strong and weak adj. endings in nom., acc., dat.</td>
<td>inverted word order after adverbial and prepositional phrases</td>
</tr>
<tr>
<td>N initial ps</td>
<td>unprecedented adjectives in nom. and acc.</td>
<td>word order with perfect tense</td>
</tr>
<tr>
<td>NING rhythm and melody of sentences</td>
<td>plural of nouns in nom., acc., dat.</td>
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</tr>
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<td></td>
<td>personal pronouns in nom., acc., dat.</td>
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<td></td>
<td>reflexive pronouns indefinite pronouns in nom. and acc.</td>
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<td></td>
<td>prepositions with acc.* dat., and dat.-acc.</td>
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<td></td>
<td>present tense of more irreg. verbs and werden* and modals</td>
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<td></td>
<td>perfect tense with haben and sein/weak and strong verbs</td>
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<td>imperfect tense - modals imperfect tense - strong and weak</td>
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<td></td>
<td>separ. and insepar. verbs da- and wo- compounds</td>
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<td></td>
<td>*Not included in book, but should be covered.</td>
<td></td>
</tr>
<tr>
<td>S production of all sounds in German words</td>
<td></td>
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<tr>
<td>and in words adopted into German</td>
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<tr>
<td>A K rhythm and melody of sentences</td>
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<tr>
<td>I NING accent in all types of words</td>
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<tr>
<td></td>
<td>association of all German sounds with the right graphic symbols</td>
<td>position of direct and indirect objects (nouns and pronouns)</td>
</tr>
<tr>
<td></td>
<td>cognates (&quot;real&quot; and deceptive)</td>
<td>word order with modals and separ. verbs and perfect tense</td>
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<td></td>
<td>foreign words</td>
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<td></td>
<td>developing a pronunciation technique in word</td>
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<td>attack</td>
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<td></td>
<td>accent and syllabication rhythm and melody of sentences</td>
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<td></td>
<td>association of all German graphic symbols with sounds</td>
<td>position of direct and indirect objects (nouns and pronouns)</td>
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<tr>
<td></td>
<td>developing a spelling technique</td>
<td>word order with modals and separ. verbs and perfect tense</td>
</tr>
<tr>
<td></td>
<td>adjectives denoting nationality not capitalized</td>
<td>inverted word order after adverbial prepositional phrases</td>
</tr>
<tr>
<td></td>
<td>same as listening and speaking</td>
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</tbody>
</table>
Grade Eight in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>German spelling is relatively more phonetic than English.</td>
<td>Nouns and pronouns in nominative, accusative and dative have different uses in a sentence.</td>
<td>Direct and indirect objects have other positions as nouns than as pronouns. Adverbial and prepositional phrases in initial position affect word order. Infinitives used with modals and separable prefixes and perfect tense of verbs need special attention.</td>
</tr>
<tr>
<td>C German assimilates words</td>
<td>Prepositions require different cases.</td>
<td></td>
</tr>
<tr>
<td>O from other languages</td>
<td>Verbs in the present, imperfect and perfect tenses follow different patterns (regular, irregular, modals, separable verbs).</td>
<td></td>
</tr>
<tr>
<td>N and also uses foreign words</td>
<td>Adjectives have case endings. Plurals of nouns are formed in various ways.</td>
<td></td>
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<tr>
<td>C words in their native pronunciation.</td>
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### Grade Eight in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the context of the topics or units:</td>
<td>Visual and audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level:</td>
</tr>
<tr>
<td>daily routine</td>
<td>German restaurants</td>
</tr>
<tr>
<td>*telephoning</td>
<td>Germany:</td>
</tr>
<tr>
<td>houses</td>
<td>landscape in regions</td>
</tr>
<tr>
<td>rockets - satellites</td>
<td>10-12 cities</td>
</tr>
<tr>
<td>restaurant</td>
<td>holidays, festivals, fairs</td>
</tr>
<tr>
<td>*transportation</td>
<td>fairy tales</td>
</tr>
<tr>
<td>city (German)</td>
<td>legends</td>
</tr>
<tr>
<td>landscape</td>
<td>anecdotes *optional</td>
</tr>
<tr>
<td>travel</td>
<td>folklore</td>
</tr>
<tr>
<td>animals</td>
<td>proverbs</td>
</tr>
<tr>
<td>holidays - Easter</td>
<td>music - classical and popular</td>
</tr>
<tr>
<td><strong>fairy tales</strong></td>
<td>current events</td>
</tr>
<tr>
<td><strong>graded</strong></td>
<td>German houses</td>
</tr>
<tr>
<td><strong>versions</strong></td>
<td>some German products</td>
</tr>
<tr>
<td>ordinal numerals</td>
<td>road signs</td>
</tr>
<tr>
<td>family</td>
<td>German recreations</td>
</tr>
<tr>
<td><strong>anecdotes</strong></td>
<td>regional costumes</td>
</tr>
</tbody>
</table>

Vocabulary should include:
- definite and indefinite article in dative
- personal pronouns in accusative and dative
- demonstrative adjective
- prepositions with dative, accusative, dative-accusative
- werden and modals
- separable verbs
- some foreign words
- da- and wo- compounds
- some common expletives

Aim should be toward a useful active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.

*Should be covered in 8th grade, but no specific unit in book.

**From other sources - optional

Words and expressions in German are sometimes closely related to English but almost always differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.

In listening, speaking, reading, and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.
<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>L introduction to difference</td>
<td>nouns with def. and indef. art. in all cases</td>
<td>word order in pres. perf. and present and past tenses</td>
</tr>
<tr>
<td>I between standard German and dialects</td>
<td>infinitives as nouns</td>
<td>position of reflex. pron.</td>
</tr>
<tr>
<td>S increased length and speed of utterances</td>
<td>prepositions with genitive possess., limit., descript., attrib. adj ect. in all cases</td>
<td>position of adverbial expressions of time, manner and place</td>
</tr>
<tr>
<td>T ing</td>
<td>comparative and superlative</td>
<td>position of genitive before and after noun</td>
</tr>
<tr>
<td>G</td>
<td>special nouns like Herr present perfect and past and future tenses of reg. and irreg. verb, incl. haben, sein, werden and modals</td>
<td></td>
</tr>
<tr>
<td>S perfecting pronunciation with increase in speed of utterances</td>
<td>reflexive verbs</td>
<td>word order in pres. perfect tense</td>
</tr>
<tr>
<td>P greater awareness of minute pronunciation differences</td>
<td>dative verbs</td>
<td>position of reflexive pronoun</td>
</tr>
<tr>
<td>K</td>
<td>conjunctions</td>
<td>position of genitive</td>
</tr>
<tr>
<td>I N G</td>
<td>indirect questions</td>
<td>position of adverbial expressions of time, manner and place</td>
</tr>
<tr>
<td>R word order in pres. perfect and past tense</td>
<td>wo + prepositions</td>
<td></td>
</tr>
<tr>
<td>E A D I N G</td>
<td>same as above</td>
<td>word order in pres. and present and past tenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>position of reflexive pronoun</td>
</tr>
<tr>
<td></td>
<td></td>
<td>position of genitive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>position of adverbial expressions of time, manner, and place</td>
</tr>
<tr>
<td>W word order in pres. perfect tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R I T I N G</td>
<td>word order in pres. and future tenses differs from pres. and past. The genitive may stand before or after the noun. Several adverbial expressions in a sentence stand in the order of time - manner - place.</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Not all German-speaking people pronounce sounds alike. High German is understood by all German-speaking people.</td>
<td>German has 4 cases; each has a special form and function. Prepositions require specific cases. Adjectives have case endings. Nouns and pronouns agree with verbs in pres. future perf. and past tenses. Tense functions often differ in German and English. Verbs follow two main patterns (strong and weak) with some exceptions.</td>
<td>Word order in pres. perf. and future tenses differs from pres. and past. The genitive may stand before or after the noun. Several adverbial expressions in a sentence stand in the order of time - manner - place.</td>
</tr>
</tbody>
</table>
Grade Nine in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>For an active up-to-date vocabulary Grunddeutsch &quot;Basic (Spoken) German Word List&quot; by J. Alan Pfeffer is suggested as a guide.</td>
<td>Cultural items studied at this level should include:</td>
</tr>
<tr>
<td>Topical vocabulary should include:</td>
<td>Germany:</td>
</tr>
<tr>
<td>current events</td>
<td>educational system</td>
</tr>
<tr>
<td>sports</td>
<td>recreation</td>
</tr>
<tr>
<td>education</td>
<td>present political situation</td>
</tr>
<tr>
<td>holidays - Christmas, Oktoberfest</td>
<td>other German-speaking countries:</td>
</tr>
<tr>
<td>letter writing</td>
<td>Austria</td>
</tr>
<tr>
<td>entertainment</td>
<td>Switzerland</td>
</tr>
</tbody>
</table>

A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks.

A vocabulary suitable for writing letters

Vocabulary should include:
prepositions with genitive
comparatives and superlatives
reflexive pronouns, and special nouns like Herr

The cultural study is done mainly in German, with some supplementary reading in English. It takes in:
the listening to recordings and viewing of films, filmstrips, and slides
the discussing of what has been heard or read
the reading of graded readers, periodicals, poetry, and literary prose
the writing of letters, reports and compositions

In all of the above a student should be able to identify cultural behavior patterns which are uniquely German.

Each skill demands a certain amount and type of vocabulary. Beyond a general useful vocabulary one needs specific words suitable to the discussion of certain topics.

The German culture must be evaluated objectively and on its own merits. Germans have made many contributions to American culture.
<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>poetic variations in the language in phrasing, rhythm, intonation and in word forms (i.e., contractions, dropping and adding of syllables)</td>
<td>pers. pronouns in all cases relative pron. in all cases verbs in all tenses in the indicative subjunctives (I and II) passive voice (pres., past, p. and p. perf.) es as subject infinitive with or without zu use of helfen, lassen, etc. with verbs adjectives and verbs as nouns adjectives from city names use of pres. and past partic.</td>
<td>position of verbs in all tenses (incl. double infinitives) word order in clauses with coordinating and subordinating conjunctions and relative pronouns (incl. position of separable prefix and modals) all infinitive constructions participial constructions (listening only)</td>
</tr>
<tr>
<td>S perfecting pronunciation with attention to individual problems</td>
<td>pers. and relat. pron. in all cases all tenses of verbs in indicative subjunctives (I and II) passive voice; es as subj. infinitive with or without zu double infinitive construction adjectives and verbs as nouns adj. from city names and infinitives use of pres. and past partic.</td>
<td>position of verbs in all tenses word order in clauses with subordinating conjunctions and relative pronouns participial and extended adjective constructions</td>
</tr>
<tr>
<td>R perfecting reading skill with increase in speed</td>
<td>personal and relative pronouns in all cases all tenses of verbs in indicat. subjunctives (I and II) passive voice; es as subj. infinitive with or without zu double infinit. construction adjectives and verbs as nouns adjectives from city names and infinitives use of pres. and past partic.</td>
<td>position of verbs in all tenses (incl. double infinitives) word order in clauses with coordinating and subordinating conjunctions and relative pronouns all infinitive constructions</td>
</tr>
<tr>
<td>W perfecting writing skill punctuation apostrophe syllabication adjectives from city names capitalized</td>
<td>Verbs stand in different tenses, moods, and voices. The infinitive is used in different constructions. Nouns and adjectives may be derived from other words. Relative pronouns have four cases and relate to each other.</td>
<td>Verbs have specific positions in main and subordinate clauses. The infinitive has a specific position in various constructions.</td>
</tr>
</tbody>
</table>

Poetic forms of the language may differ from everyday spoken and written German. German has a highly consistent punctuation.
Grade Ten in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in vocabulary cannot be stated in figures.</td>
<td>To gain insight into the extent of German literature a student should be introduced to a variety of literary works which are appropriate to his age and interests. His reading should also include newspapers, magazines, and books on topics interesting to teen-agers.</td>
</tr>
<tr>
<td>Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability and willingness to speak and read German.</td>
<td>He should be exposed to German music of various types and see films and pictures depicting many aspects of German life. He should discuss current events as well as events in German history with an increasing understanding of the German way of life.</td>
</tr>
<tr>
<td>Conversational topics should be chosen with the consideration of a student's age and interests. They will range from current events to points of discussion from literary readings.</td>
<td></td>
</tr>
<tr>
<td>The student should be able to read periodicals as well as literary works which are appropriate to his maturity level.</td>
<td></td>
</tr>
<tr>
<td>His writing vocabulary should be expanded to enable him to express himself correctly for any occasion.</td>
<td></td>
</tr>
<tr>
<td>Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice.</td>
<td>Works of literature can be appreciated best in the language in which they were written.</td>
</tr>
</tbody>
</table>
Grade Eleven in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utterances in standard German at various speeds and by a variety of voices should be comprehended.</td>
<td>subjunctive in all normal spoken uses conditionals substitutes for passive: active with sich, lassen, and infinitive form of sein and zu, man all forms of negation all ways of forming noun plurals</td>
<td>wenn clauses with subjunctive and omission of wenn in such clauses</td>
</tr>
<tr>
<td>All sound and intonation patterns of German should be produced without hesitation.</td>
<td>indirect discourse subjunctive in all uses conditionals substitutes for passive all ways of forming noun plurals</td>
<td>word order in indirect discourse omission of wenn in conditional clauses</td>
</tr>
<tr>
<td>All German graphic symbols should be associated with the sounds they represent.</td>
<td>indirect questions and quotations subjunctives in all uses conditionals substitutes for passive all ways of forming noun plurals</td>
<td>word order in indirect questions and quotations wenn clauses with subjunctive and omission of wenn in such clauses</td>
</tr>
<tr>
<td>All graphic symbols should be written for the sounds they represent.</td>
<td>Discourse may be direct or indirect. Active and passive voice may express the same fact from two viewpoints. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, or desirable. German employs a variety of forms of negation and plural endings.</td>
<td>Word order in indirect discourse and conditional clauses follows various patterns.</td>
</tr>
<tr>
<td>The relationship of sound symbols and written symbols should be understood.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade Eleven in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world.</td>
<td>The increased ability of the students to communicate in German and to read from a wide range of printed material makes possible an appreciation and understanding of German contributions to: literature, painting, sculpture, architecture, dramatic arts, music, sciences.</td>
</tr>
<tr>
<td>Choice of literary works is up to the teacher but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading.</td>
<td>Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials directly used by the students. The choice of these materials is up to the teacher, who should take into consideration the age, maturity, ability, and interest of the student.</td>
</tr>
<tr>
<td>A writing vocabulary appropriate to the occasion should be mastered.</td>
<td>Spoken and written communication employs a large volume and variety of words and expressions.</td>
</tr>
<tr>
<td><strong>Spoken and written communication employs a large volume and variety of words and expressions.</strong></td>
<td><strong>A knowledge of culturally acceptable forms and of the German heritage is a part of learning the German language.</strong></td>
</tr>
<tr>
<td>Phonology</td>
<td>Morphology</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LISTENING</td>
<td>All changes of meaning caused by gender, number, case of nouns and pronouns, tense, voice, mood of verbs, and other modifications of word forms should be comprehended.</td>
</tr>
<tr>
<td>SPeAKING</td>
<td>Gender, number, case of nouns and pronouns, tense, voice, mood of verbs, and other grammatical forms should be used correctly to express one's ideas orally.</td>
</tr>
<tr>
<td>REAdING</td>
<td>Ｂ'n reading aloud and silently, changes of meaning caused by different grammatical forms should be recognized with near-native proficiency.</td>
</tr>
<tr>
<td>WRITING</td>
<td>Gender, number, case of nouns and pronouns, tense, voice, mood of verbs, and other grammatical forms should be used correctly to express one's ideas in writing.</td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>The use of gender, number, case of nouns and pronouns, tense, voice, mood of verbs and other modifications of word forms to express meaning orally and writing should be fully understood.</td>
</tr>
</tbody>
</table>

All utterances in standard German should be comprehended.

The sound and intonation patterns should be produced in a manner acceptable to native speakers.

The association of graphic symbol and sound should be made with near-native fluency.

The graphic symbol should be written for each sound with near-native proficiency.

The relationship of sound symbols and written symbols should be fully understood.
Grade Twelve in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student should be able to understand almost any word in standard German in normal conversational contexts.</td>
<td>A student should listen with understanding to audio stimuli and detect nuances of meaning relating to any aspect of German culture.</td>
</tr>
<tr>
<td>He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in German with near-native fluency.</td>
<td>He should speak and write in culturally acceptable forms and in his speech and writing reveal some knowledge of the heritage of the people who speak German.</td>
</tr>
<tr>
<td>He should recognize in context a wide range of vocabulary items. If he is planning to continue German in college he should do extensive outside reading to familiarize himself with many literary forms, words, and expressions.</td>
<td>He should read a great variety of printed material with an understanding of its place within the German culture.</td>
</tr>
<tr>
<td>A student should have a writing vocabulary which is appropriate to the occasion.</td>
<td>A student planning to continue his studies of German in college should familiarize himself with literature in his field of interest.</td>
</tr>
<tr>
<td>To understand, speak, read, and write German one must have command of a large and appropriate vocabulary.</td>
<td>The culture and heritage of the people who speak German is rich and interesting.</td>
</tr>
</tbody>
</table>
### Level I in a Four-Year Sequence

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>short and long vowels</td>
<td>agreement of subject and verb (esp. important in speaking)</td>
<td>normal word order and inverted word order after dann, hier, etc.</td>
</tr>
<tr>
<td>pure and umlauted vowels</td>
<td>def. and indef. art. in nom., acc., dat., singular and plural pers. pronouns in nom., acc., dat.</td>
<td>word order in questions and commands and statements</td>
</tr>
<tr>
<td>difference between certain consonants in German and English, esp. l, r, ch (ich-ach sounds)</td>
<td>predic. adjectives strong and weak adj. endings - nom., acc., dat. poss. adject. and kein in nom., acc., dat.</td>
<td>word order with modals position of reflexive pronouns some positions of nicht word order with verL3 with separable prefixes</td>
</tr>
<tr>
<td>word accent</td>
<td>present tense of reg. and irregular verbs and haben, sein, weren and modals, mochte</td>
<td></td>
</tr>
<tr>
<td>in statements, questions, commands</td>
<td>imperative of regular and irregular verbs separable and inseparable verbs</td>
<td></td>
</tr>
<tr>
<td>combination qu, zw, pf foreign word -tion, ch</td>
<td>plurals of nouns</td>
<td></td>
</tr>
<tr>
<td>short and long vowels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pure and umlauted vowels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>voiced and voiceless consonants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diphthongs au, ai, au,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>initial z</td>
<td></td>
<td></td>
</tr>
<tr>
<td>word accent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in statements, questions, commands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>combination qu, zw, pf foreign word -tion, ch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>silent h; final b, d, g off-glide -er; final e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>word accent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intonation of sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pure and umlauted vowels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diphthongs au, ai, au,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>voiced and voiceless consonants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>capitalization of nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ich not capitalized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>capitalization of polite &quot;you&quot; in all forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonology</td>
<td>Morphology</td>
<td>Syntax</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>C German and English differ</td>
<td>Normal and inverted word order express the same content but may shift emphasis. Word order in questions without interrogative pronouns and in sentences with modals differs from English.</td>
<td></td>
</tr>
<tr>
<td>O in the graphic symbols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N for some vowels and consonants; both have like symbols for many sounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P German has some sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T and some graphic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S symbols completely foreign to English.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Level I in a Four-Year Sequence**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the context of the topics or units: greetings leave taking classroom - incl. conversational terms numbers colors clothing - shopping clock time calendar time *school building *house members of family *parts of body common foods - restaurants weather Christmas - Easter geography community</td>
<td>Introduction to German culture should be an integral part of teaching German but should not take the place of teaching the language. The environment of the classroom, German books, magazines, tapes, films, records, and pictures should stimulate the student's interest in learning about the following cultural items: German names forms of address courtesy patterns social customs places in a German town 24-hour clock some typical foods restaurant German holidays - especially Christmas, Advent and Easter songs and music German landscape rivers cities regions German money</td>
</tr>
<tr>
<td>Nouns, verbs, adjectives pertaining to these topics as well as: definite and indefinite article in nominative, accusative, dative personal pronoun in n. and a. possessive adjective, kein interrogative and reflexive pronoun haben, sein, werden, wollen, müssen, können, möchte function words like und, oder, aber, hier</td>
<td>The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in German.</td>
</tr>
</tbody>
</table>

*Not included in book but to be included during year.*

In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context without conscious reference to English.

Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.
<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L</strong></td>
<td>demonstrative adjectives in nom., acc., dat. prepositions with acc., dat., dat-acc. and gen.</td>
<td>position of direct and indirect objects (nouns and pronouns)</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>adjective and adverb verbs in past, present, perfect and future tense modals in present and past infinitive phrases</td>
<td>inverted word order after adverbial and prepositional phrases</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>dative verbs genitive wo- compounds coordinate and subordinate conjunctions</td>
<td>word order in present perfect tense</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>association of all German sounds with the right graphic symbols</td>
<td>word order in future tense (like modals)</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>accent in all types of German words</td>
<td>word order with separable verbs</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>rhythm and melody of sentences</td>
<td>word order with conjunctions</td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>production of all sounds in German words and in E words adopted into A German</td>
<td></td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>accent and syllabication rhythm and melody of sentences</td>
<td></td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>association of all German sounds with the right graphic symbols</td>
<td>Same as above.</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>&quot;real&quot; and deceptive cognates</td>
<td></td>
</tr>
<tr>
<td><strong>K</strong></td>
<td>developing a pronunciation technique in word attack</td>
<td></td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>German foreign words</td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>accent and syllabication rhythm and melody of sentences</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>association of all German sounds with the right graphic symbols with R sounds</td>
<td></td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>developing a pronunciation technique</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>I adjectives denoting nationality not capitalized</td>
<td></td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>German spelling is relatively more phonetic than English. German</td>
<td>Direct and indirect objects have other positions as nouns than as pronouns.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>assimilates words from C other languages and E also uses foreign words P in their native pronunciation.</td>
<td>Adverbial and prepositional phrases in initial position affect word order. Word order differs in the different tenses. The position of separable prefixes of verbs needs special attention.</td>
</tr>
</tbody>
</table>
## Level II in a Four-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the context of the topics or units: daily routine, letters, transportation, German school, landscape, travel, animals, holidays - Christmas, Oktoberfest, fairy tales, legends, anecdotes, sports, fashions and etiquette.</td>
<td>Visual and audio stimuli as well as the topics of vocabulary study should suggest the following cultural items for study at the second level: forms of letters, Germany: landscape in regions, highlights of economy, industry, and present political situation, holidays, festivals, fairs, fairy tales, legends, anecdotes, folkore, music - popular and classical, current events, social customs, German school.</td>
</tr>
</tbody>
</table>

Vocabulary should include: personal pronouns in dative, demonstrative adjectives, prepositions with dative, accusative, dative-accusative, modals, separable verbs, some foreign words, wo-compounds, some common expletives.

Words and expressions in German are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.

In listening, speaking, reading, and writing, cultural patterns are obvious and must be observed by a native or non-native speaker of the language.
## Level III in a Four-Year Sequence

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>List introduction to difference between</td>
<td>nouns with articles in all cases</td>
<td>position of verbs in all tenses (incl. modals and double</td>
</tr>
<tr>
<td>standard German and dialects</td>
<td>personal pronouns in all cases</td>
<td>infinitives)</td>
</tr>
<tr>
<td>Increased length and speed of utterances</td>
<td>relative pronouns in nominative</td>
<td>word order in clauses with coordinating and subordinating</td>
</tr>
<tr>
<td></td>
<td>all types of adjectives in all cases</td>
<td>conjunctions and relative pronouns</td>
</tr>
<tr>
<td></td>
<td>prepositions with genitive comparative and superlative</td>
<td>position of genitive before and after noun</td>
</tr>
<tr>
<td></td>
<td>special nouns like Herr adjectives and verbs as</td>
<td>position of adverbial expressions of time, manner, and place</td>
</tr>
<tr>
<td></td>
<td>nouns es as subject</td>
<td>participial constructions (in listening only)</td>
</tr>
<tr>
<td>S perfecting pronunciation</td>
<td>use of present and past participles</td>
<td></td>
</tr>
<tr>
<td>P with increase in speed of utterance</td>
<td>adjectives from city names</td>
<td></td>
</tr>
<tr>
<td>A greater awareness of minute pronunciation</td>
<td>all tenses of verbs in indicative</td>
<td></td>
</tr>
<tr>
<td>N differences</td>
<td>use of helfen, lassen, etc., with verbs</td>
<td></td>
</tr>
<tr>
<td>R perfecting reading skill</td>
<td>Same as above.</td>
<td></td>
</tr>
<tr>
<td>E with increase in fluency and expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A introduction to Fraktur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W perfecting writing skill</td>
<td>Same as above.</td>
<td></td>
</tr>
<tr>
<td>T with attention to individual needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I adjectives made from city names capitalized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Not all German-speaking people pronounce</td>
<td>German has four cases; each has a special form and</td>
<td>Verbs have specific positions in main and subordinate</td>
</tr>
<tr>
<td>C O people pronounce sounds alike. High</td>
<td>function. Prepositions require specific cases.</td>
<td>clauses in all tenses. The genitive may stand before or</td>
</tr>
<tr>
<td>C German is understood by all</td>
<td>Nouns and adjectives may be derived from other</td>
<td>after the noun. Several adverbial expressions in a</td>
</tr>
<tr>
<td>E German-speaking people.</td>
<td>words. Verbs in the indicative have specific forms</td>
<td>sentence stand in the order of time-manner-place.</td>
</tr>
<tr>
<td>P Most modern German books are printed in</td>
<td>in the six tenses. The use of the tenses does not</td>
<td></td>
</tr>
<tr>
<td>S Antiqua - old books were printed in</td>
<td>always correspond to English.</td>
<td></td>
</tr>
<tr>
<td>Fraktur</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Level III in a Four-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in vocabulary cannot be stated in figures.</td>
<td>Cultural items studied at the third level should include:</td>
</tr>
<tr>
<td>Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability and willingness to speak and read German.</td>
<td>Germany:</td>
</tr>
<tr>
<td>Grunddeutsch &quot;Basic (Spoken) German. Word List&quot; by J. Alan Pfeffer is suggested as a guide for active vocabulary.</td>
<td>government</td>
</tr>
<tr>
<td>A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks.</td>
<td>educational system</td>
</tr>
<tr>
<td>A vocabulary suitable for writing letters, outlines, reports, and compositions should be developed.</td>
<td>recreation</td>
</tr>
<tr>
<td>Topical vocabulary should include: current events sickness and doctor education government history biography</td>
<td>highlights of history</td>
</tr>
<tr>
<td></td>
<td>Other German-speaking countries: Austria Switzerland</td>
</tr>
<tr>
<td></td>
<td>German influence in America: famous German immigrants Americans of German descent German settlements</td>
</tr>
<tr>
<td>Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice.</td>
<td>The German culture must be evaluated objectively and on its own merits. Germans have made many contributions to American culture.</td>
</tr>
</tbody>
</table>
Level IV in a Four-Year Sequence

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td>poetic variations in the language in phrasing, rhythm, intonation, and in word forms (i.e. contractions, and the dropping and adding of syllables)</td>
<td>passive voice substitutes for passive subjunctives (I and II) conditionals infinitive with or without zu relative pronouns in all cases all forms of negation all ways of forming noun plurals indirect discourse (in listening)</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td>perfecting pronunciation with attention to individual problems</td>
<td></td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>perfecting reading skill with increase in speed</td>
<td>passive voice substitutes for passive subjunctive in all uses conditionals indirect discourse infinitive with or without zu relative pronouns all forms of negation all ways of forming noun plurals</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>perfecting writing skills punctuation apostrophe syllabication</td>
<td>Same as above.</td>
</tr>
<tr>
<td><strong>CONCEPTS</strong></td>
<td>Poetic forms of the language may differ from everyday spoken and written German. German has a highly consistent punctuation.</td>
<td>The same fact may be expressed from two viewpoints through active and passive voice. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, or desirable. Pronouns may relate clauses to each other. German employs a variety of forms of negation and of plural endings. Discourse may be direct or indirect.</td>
</tr>
</tbody>
</table>

W. R. perfecting writing skills punctuation apostrophe syllabication

G. Poetic forms of the language may differ from everyday spoken and written German. German has a highly consistent punctuation.

The same fact may be expressed from two viewpoints through active and passive voice. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, or desirable. Pronouns may relate clauses to each other. German employs a variety of forms of negation and of plural endings. Discourse may be direct or indirect.

Word order in indirect discourse and conditional clauses follows various patterns. The infinitive has a specific position in various constructions.
### Level IV in a Four-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
</table>
| Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. | The increased ability of the students to communicate in German and to read from a wide range of printed material makes it possible to let them gain an appreciation and understanding of German contributions to:  
- literature  
- painting  
- sculpture  
- architecture  
- dramatic arts  
- music  
- sciences |
| Choice of literary works is up to the teacher but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and old literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading. | Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials directly used by the students. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, and interest of the student. |
| A writing vocabulary appropriate to the occasion should be mastered. | A knowledge of culturally acceptable forms and of the German heritage is a part of learning the German language. Works of literature can be appreciated best in the language in which they were written. |

Spoken and written communication employs a large volume and variety of words and expressions.
GERMAN Level I
Grade Seven in a Six-Year Sequence

I. Pre-reading phase

Primary Objectives: The pre-reading phase prepares the learner to listen and to understand German before he sees any of the visual symbol. During this period the sounds peculiar to the German language and new to the English-speaking learner are to be presented and drilled. Some examples are ch, r and l.

The systematic learning of structure begins in this phase with the development of awareness of subject and verb endings plus the noun articles and pronoun forms.

Recommended Duration: The pre-reading phase should last from three to six weeks.

Materials: Old A.L.M. Dialog Unit I
Text Warum nicht auf Deutscher Chapter 1
German names for pupils
MATERIALS

Six-Year Sequence

Grade Seven:

A.L.M. Dialog Unit I
Warum nicht auf Deutsch? Chapters 1-5 plus Chapter 6 on Foods excluding the grammar

Grade Eight:

Warum nicht auf Deutsch? Review Chapters 1-5 of text. Chapters 6-11

Grade Nine:

Review: Transition from Book I to Book II
Warum nicht auf Deutsch? Book II, Chapters 1-6

Grade Ten:

Warum nicht auf Deutsch? Book II, Chapters 7-10
Warum nicht auf Deutsch? Book III (when available)
German Review Grammar

Grade Eleven:

Warum nicht auf Deutsch? Books III and IV (when available)
Modernes Deutsch

Grade Twelve:

Warum nicht auf Deutsch? Book IV (when available)
Modernes Deutsch
MATERIALS

Four-Year Sequence

Grade Nine or Ten:

Warum nicht auf Deutsch? Book I

Grade Ten or Eleven:

Warum nicht auf Deutsch? Book II

Grade Eleven or Twelve:

Warum nicht auf Deutsch? Book III (when available)

German Review Grammar

Modernes Deutsch
METHODOLOGY

The methodology of the audio-lingual method necessitates long segments of time devoted to the development of comprehension skills.

Listening, Speaking, Reading

Dialog: Suggested procedures in German (no English)

Phase one: First listening (tape)
Phase two: Drill of vocabulary (orally)
Phase three: Pattern drills of vocabulary
Phase four: Second listening (teacher)
Phase five: Question - response
Phase six: Reading of dialog
Phase seven: Presentation of dialogs revised by teacher for ease of memorization
Phase eight: Evaluation with objective tests

Writing

Writing skills follow intense oral drill of structures included in the chapter.

Suggested procedures:

Phase one: Dictation
Phase two: Structure and test drills in text
IDIOMS AND EXPRESSIONS

The following is a list of the idioms and expressions to be mastered in Warum nicht auf Deutsch? Book I. These expressions are to become an active part of the pupil's vocabulary.

I. Chapter One
   Guten Morgen (Tag, Abend)
   nicht wahr?
   Wie heissen Sie? Ich heisse____
   Wie heisst du?
   Wie geht es Ihnen? (dir)
   Wie geht's?
   Auf Wiedersehen!
   Noch einmal!
   Passen Sie Auf!

II. Chapter Two
   Das ist schade!
   Was ist los?
   Das tut mir leid.
   Ich habe Lieber. (Halsweh, Kopfweh)
   Ich habe Durst.
   Mein Hals tut mir weh. (weh tun)
   Gute Besserung.
   Danke! (Danke schon)
   etwas Neues
   nicht Neues
   zu Hause
   im Bett
   Bitte schön
   Bitte sehr
Ich habe Hunger.
Ich habe Glück.
Ich habe Deutsch gern. (lieber, am liebsten)

III. Chapter Three
Auf deutsch
im Süden, im Norden, im Westen, im Osten
Z.B. - Zum Beispiel
Es fällt mir ein!
en einen Augenblick

IV. Chapter Four
es gibt
Was für ein
Was für
zu Ende
Vielen Dank!
Nichts zu danken!
Entschuldige, bitte!
Entschuldigen Sie, bitte!
am Bahnhof
Wo kann man gut essen?
Wieviel Uhr ist es?
Es ist halb neun Uhr.
Wie spät ist es?

V. Chapter Five
 Грüss dich
Sehen Sie mal'. (Sich mal!) Schau mal! Guck mal!
noch nicht
Tschüs
nach Hause
Es steht dir gut!
Es steht dir viel besser!
Gehen Wir!
etwas Passendes
Du hast noch nicht einmal ...

VI. Chapter on Christmas
... stimmt das?
denken an
noch etwas
heute abend
Keine Sorge
Sie haben recht
sich freuen auf

VII. Chapter Six
am Morgen (Nachmittag ...)
zum Frühstück (Mittagessen ...)
am Sonntag
d.h. - das heisst
links
rechts
ein paar (Blumen)
Guten Appetit! (Mahlzeit)
Haben Sie gewählt?
Heute haben wir den zehnten April.

VIII. Chapter Seven
aus Würzburg
Es freut mich, ...
Diese Wohnung gefällt mir.
ganz recht
ins Konzert
am nächsten Wochenende
bis zum nächsten Wochenende
wir wären es noch mit ... (dat)
leider nein
Wie steht es mit ... (dat)
es ist mir recht
macht nichts
Also los!
Das macht Spass!
Viel Spass!

IX. Chapter Eight
im Herbst
Was wissen Sie über___
in alle Welt fahren
in der ganzen Welt bekannt
Ich fahre nach Amerika
Ich gehe in die Stadt
Erzählen Sie über___

X. Chapter Nine
Sag mal
etwas anderes
einig sein
sich fertig machen
doch!
Alles ist in Ordnung
Es ist startbereit!
ein Schlager
Das ist Toll
so bleibt es wohl
mir ist es recht!
sich aufregen
sich fertig machen

XI. Chapter Ten
ihr Faulpelze
einen Ausflug machen
Na, endlich
Jetzt geht es los
gestern abend
würgerlich auf
denken an
alle einsteigen
Pass auf!
(nach rechts (links)
vor 10 Jahren
fahren mit dem Boot (Zug. Auto)
(wir essen) zu Mittag
Nach Süden
Stehen Sie auf!
Machen Sie die Tür zu!
Setzen Sie sich!
da drüben
Spass habeu
Gehen wir nun!
ich glaube schon
Wie schade!
Was ist denn los?
Mit 15 Jahren
arbeiten bei
auf die Welt kommen

XII. Chapter Eleven
freitags
ein paarmal

XIII. Chapter on Weather
Wolken hängen am Himmel
Es regnet, blitzt, donnert
IDIOMS AND EXPRESSIONS

Warum nicht auf Deutsch? Book II

I. Chapter One
Lust haben
in den Ferien
Grüße aus den Ferien
Ferien machen

II. Chapter Two
ein paar Mal
Was sagst du dazu?
auf dem Ball
was hältst du von (+ dat)
nach meinem Geschmeck
ganz prima!
einfach toll!

III. Auf gehts!
Tausende von Menschen
das könnte nicht besser sein ...

IV. Chapter Four
Er geht in die Volkschule
Er geht aufs Gymnasium
Er studiert an der Universität
bis morgen
einmal, zweimal, ...
es ist mir gleich
ich kenne mich nicht aus.
die Schule besuchen
V. Chapter Five
warte einmal!
das ist kaum von Bedeutung.
möglichst viel(e)
genau so ... wie

VI. Chapter Six
Wie steht das Spiel?
es gibt

VII. Chapter Seven
Was machst du ...?
auf Besuch kommen
Er ist auf Besuch (die ...)
sich interessieren für
Ich bekam es erzählt.
Es kommt mir bekannt vor.
der Sage nach (dat)
meiner Meinung nach
es fehlt mir
Er nimmt sie zu sich.
in Worte fassen.

VIII. Chapter Eight
Ich habe Eile.
sich auf den Weg machen
in Gedanken versunken
Er will ihm Ehre machen.
ich verdanke es dir (dat)
IX. Chapters Nine and Ten

bleiben stehen

Waren Sie so gut ...?

es fehlt noch etwas
SCOPE AND SEQUENCE

Added Notes for text, Warum nicht auf deutsch?

1. Modals

In Level I of each sequence all six modals are to be taught.

2. Werden

In Level I of each sequence all forms of werden in the present tense are to be taught.

3. Chapter Twelve, Warum nicht auf deutsch?

Chapter Twelve of the text is optional in each sequence.

4. Procedures, activities, games

### TOPICAL VOCABULARY LISTS

#### 1. SCHOOL

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
<th>German</th>
<th>English</th>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Schule</td>
<td>the School</td>
<td>die Klasse</td>
<td>the Class</td>
<td>sein</td>
<td>be</td>
</tr>
<tr>
<td>der Lehrer</td>
<td>the Teacher</td>
<td>die Lehrerin</td>
<td>the Teacher</td>
<td>haben</td>
<td>have</td>
</tr>
<tr>
<td>der Schüler</td>
<td>the Student</td>
<td>die Schülerin</td>
<td>the Student</td>
<td>lernen</td>
<td>learn</td>
</tr>
<tr>
<td>der Junge</td>
<td>the Boy</td>
<td>das Mädchen</td>
<td>the Girl</td>
<td>studieren</td>
<td>study</td>
</tr>
<tr>
<td>der Knabe</td>
<td>the Boy</td>
<td>der Student</td>
<td>the Student</td>
<td>besuchen</td>
<td>visit</td>
</tr>
</tbody>
</table>

#### 2. CLASSROOM

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>das Klassenzimmer</td>
<td>the classroom</td>
</tr>
<tr>
<td>der Plattenspieler</td>
<td>the record player</td>
</tr>
<tr>
<td>das Tonbandgerät</td>
<td>the tape recorder</td>
</tr>
<tr>
<td>die Schallplatte</td>
<td>the record</td>
</tr>
<tr>
<td>das Tonband</td>
<td>the tape</td>
</tr>
<tr>
<td>die Landkarte</td>
<td>the map</td>
</tr>
<tr>
<td>der Stock</td>
<td>the stick</td>
</tr>
<tr>
<td>der Wischer</td>
<td>the duster</td>
</tr>
<tr>
<td>der Papierkorb</td>
<td>the paper basket</td>
</tr>
<tr>
<td>das Mikrofon</td>
<td>the microphone</td>
</tr>
<tr>
<td>die Tür</td>
<td>the door</td>
</tr>
<tr>
<td>die Decke</td>
<td>the ceiling</td>
</tr>
<tr>
<td>der Boden</td>
<td>the floor</td>
</tr>
<tr>
<td>die Wand</td>
<td>the wall</td>
</tr>
<tr>
<td>die Tafel</td>
<td>the board</td>
</tr>
<tr>
<td>das Fenster</td>
<td>the window</td>
</tr>
<tr>
<td>das Bild</td>
<td>the picture</td>
</tr>
<tr>
<td>die Uhr</td>
<td>the clock</td>
</tr>
<tr>
<td>die Glocke</td>
<td>the bell</td>
</tr>
<tr>
<td>legen</td>
<td>place</td>
</tr>
<tr>
<td>sehen</td>
<td>see</td>
</tr>
<tr>
<td>nehmen</td>
<td>take</td>
</tr>
<tr>
<td>zeigen</td>
<td>show</td>
</tr>
<tr>
<td>was</td>
<td>what</td>
</tr>
<tr>
<td>wie</td>
<td>how</td>
</tr>
</tbody>
</table>

#### 3. LESSON

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>das Buch</td>
<td>the book</td>
</tr>
<tr>
<td>das Heft</td>
<td>the notebook</td>
</tr>
<tr>
<td>das Papier</td>
<td>the paper</td>
</tr>
<tr>
<td>die Lektion</td>
<td>the lesson</td>
</tr>
<tr>
<td>die Kreide</td>
<td>the chalk</td>
</tr>
<tr>
<td>der Bleistift</td>
<td>the pencil</td>
</tr>
<tr>
<td>die Feder</td>
<td>the pen</td>
</tr>
<tr>
<td>der Gummi</td>
<td>the rubber</td>
</tr>
<tr>
<td>aufpassen</td>
<td>pay attention</td>
</tr>
<tr>
<td>antworten</td>
<td>answer</td>
</tr>
<tr>
<td>fertig</td>
<td>ready</td>
</tr>
<tr>
<td>warum</td>
<td>why</td>
</tr>
<tr>
<td>erzählen</td>
<td>tell</td>
</tr>
<tr>
<td>ja</td>
<td>yes</td>
</tr>
<tr>
<td>nein</td>
<td>no</td>
</tr>
</tbody>
</table>

#### 4. HOMEWORK

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Aufgabe</td>
<td>the assignment</td>
</tr>
<tr>
<td>die Arbeit</td>
<td>the work</td>
</tr>
<tr>
<td>die Seite</td>
<td>the page</td>
</tr>
<tr>
<td>das Wort</td>
<td>the word</td>
</tr>
<tr>
<td>der Satz</td>
<td>the sentence</td>
</tr>
<tr>
<td>die Übung</td>
<td>the exercise</td>
</tr>
<tr>
<td>die Prüfung</td>
<td>the test</td>
</tr>
<tr>
<td>der Fehler</td>
<td>the mistake</td>
</tr>
<tr>
<td>verbessern</td>
<td>improve</td>
</tr>
<tr>
<td>korrigieren</td>
<td>correct</td>
</tr>
<tr>
<td>erklären</td>
<td>explain</td>
</tr>
<tr>
<td>Übersetzen</td>
<td>translate</td>
</tr>
<tr>
<td>richtig</td>
<td>right</td>
</tr>
<tr>
<td>falsch</td>
<td>wrong</td>
</tr>
<tr>
<td>leicht</td>
<td>easy</td>
</tr>
<tr>
<td>schwer</td>
<td>hard</td>
</tr>
<tr>
<td>wiederholen</td>
<td>repeat</td>
</tr>
<tr>
<td>machen</td>
<td>do</td>
</tr>
</tbody>
</table>

#### 5. LANGUAGE

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>die Sprache</td>
<td>the language</td>
</tr>
<tr>
<td>sprechen</td>
<td>speak</td>
</tr>
<tr>
<td>Englisch</td>
<td>English</td>
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<tr>
<td>Hebräisch</td>
<td>Hebrew</td>
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<tr>
<td>Deutsch</td>
<td>German</td>
</tr>
<tr>
<td>Italienisch</td>
<td>Italian</td>
</tr>
<tr>
<td>Russisch</td>
<td>Russian</td>
</tr>
<tr>
<td>Französisch</td>
<td>French</td>
</tr>
<tr>
<td>Spanisch</td>
<td>Spanish</td>
</tr>
<tr>
<td>die Stimme</td>
<td>the voice</td>
</tr>
<tr>
<td>deutlich</td>
<td>clearly</td>
</tr>
<tr>
<td>reden</td>
<td>speak</td>
</tr>
<tr>
<td>laut</td>
<td>loudly</td>
</tr>
<tr>
<td>leise</td>
<td>softly</td>
</tr>
</tbody>
</table>
6. FAMILY

die Familie  
die Eltern  
der Vater  
die Mutter  
der Name  
das Kind  
der Sohn  
die Tochter  
der Bruder  
die Schwester  
die Frau  
der Mann  
heissen  
wohnen  
leben

7. RELATIVES AND FRIENDS

der Onkel  
die Tante  
der Vetter  
die Kusine  
der Nachbar  
die Grossmutter  
der Grossvater  
die Leute  
der Freund  
die Freundin  
der Neffe  
die Nichte  
die Person  
sterben  
tot

8. COLORS

die Farbe  
schwarz  
weiß  
purpurn  
braun  
grün  
rot  
bunt  
blau  
gelb

9. PROFESSIONS

der Doktor  
der Arzt  
der Zahnarzt  
der Advokat  
die Krankenschwester  
der Meister  
der König  
die Königin  
der Präsident  
das Dienstmädchen  
der Soldat  
der Dieb  
der Metzger  
der Schneider  
der Bäcker  
der Bauer  
der Kaufmann  
der Flieger

10. ARTICLES OF CLOTHING

der Mantel  
der Regenmantel  
die Jacke  
der Anzug  
die Nichte  
die Hosen  
das Hemd  
das Kleid  
der Rock  
die Bluse  
die Schuhe  
die Socken  
die Strümpfe  
der Hut  
die Mütze  
die Krawatte  
die Tasche  
die Handschuhe  
das Taschentuch  
der Kamm  
tragen

der Hut

die Schuhe

die Hosen

das Hemd

die Jacke

der Anzug

der Regenmantel

der Mantel

der Meister

der Advokat

der Zahnarzt

der Arzt

der Doktor

11. DAYS OF THE WEEK

Sonntag  
Montag  
Dienstag  
Mittwoch  
Donnerstag  
Freitag  
Sonnabend  
(Samstag)
12. MONTHS OF THE YEAR

Januar  Mai  September
Februar  Juni  Oktober
März   Juli  November
April  August  Dezember

13. SEASONS AND HOLIDAYS

die Jahreszeit  das Jahr  Weihnachten
der Frühling  die Ferien  Neujahr
der Sommer  der Feiertag  Ostern
der Herbst  das Fest  feiern

der Winter

14. CARDINAL NUMBERS

die Zahl  elf  dreissig
die Null  zwölf  vierzig
eins  dreizehn  fünfzig
zwei  vierzehn  sechzig
drei  fünfundzwanzig  siebzig
vier  siebzehn  achtzig
fünf  achtzehn  neunzig
sechs  neunzig  hundert
sieben  zehn  hunderteins
acht  einundzwanzig  tausend
neun  eine Million
zehn

15. ORDINAL NUMBERS

der erste  der siebente  der zwölfte
der zweite  der achte  der zwanzigste
der dritte  der neunte  der einundzwanzigste
der vierte  der zehnte  der dreissigste
der fünfte  der elfte  der hundertste
der sechste

16. ARITHMETIC

der Teil  zählen  viel
die Hälfte  und  wenig
halb  mal  mehr
das Viertel
### 17. TIME

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Tag</td>
<td>the day</td>
</tr>
<tr>
<td>die Stunde</td>
<td>the hour</td>
</tr>
<tr>
<td>die Minute</td>
<td>the minute</td>
</tr>
<tr>
<td>die Sekunde</td>
<td>the second</td>
</tr>
<tr>
<td>der Morgen</td>
<td>the morning</td>
</tr>
<tr>
<td>der Vormittag</td>
<td>the morning</td>
</tr>
<tr>
<td>der Mittag</td>
<td>the afternoon</td>
</tr>
<tr>
<td>der Nachmittag</td>
<td>the afternoon</td>
</tr>
<tr>
<td>die Nacht</td>
<td>the night</td>
</tr>
<tr>
<td>(die) Mitternacht</td>
<td>midnight</td>
</tr>
<tr>
<td>die Zeit</td>
<td>the time</td>
</tr>
<tr>
<td>die Woche</td>
<td>the week</td>
</tr>
<tr>
<td>der Monat</td>
<td>the month</td>
</tr>
<tr>
<td>das Datum</td>
<td>the date</td>
</tr>
<tr>
<td>heute</td>
<td>today</td>
</tr>
<tr>
<td>gestern</td>
<td>yesterday</td>
</tr>
<tr>
<td>vorgestern</td>
<td>the day before yesterday</td>
</tr>
<tr>
<td>morgen</td>
<td>tomorrow</td>
</tr>
<tr>
<td>Übermorgen</td>
<td>the day after tomorrow</td>
</tr>
</tbody>
</table>

### 18. ANIMALS

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>das Tier</td>
<td>the animal</td>
</tr>
<tr>
<td>der Hund</td>
<td>the dog</td>
</tr>
<tr>
<td>die Katze</td>
<td>the cat</td>
</tr>
<tr>
<td>der Vogel</td>
<td>the bird</td>
</tr>
<tr>
<td>die Maus</td>
<td>the mouse</td>
</tr>
<tr>
<td>die Maus</td>
<td>the mouse</td>
</tr>
<tr>
<td>die Biene</td>
<td>the bee</td>
</tr>
<tr>
<td>das Pferd</td>
<td>the horse</td>
</tr>
<tr>
<td>die Kuh</td>
<td>the cow</td>
</tr>
<tr>
<td>der Esel</td>
<td>the donkey</td>
</tr>
<tr>
<td>der Löwe</td>
<td>the lion</td>
</tr>
<tr>
<td>der Tiger</td>
<td>the tiger</td>
</tr>
<tr>
<td>der Hase</td>
<td>the rabbit</td>
</tr>
<tr>
<td>der Fuchs</td>
<td>the fox</td>
</tr>
<tr>
<td>der Fisch</td>
<td>the fish</td>
</tr>
<tr>
<td>der Hahn</td>
<td>the rooster</td>
</tr>
<tr>
<td>der Ochse</td>
<td>the ox</td>
</tr>
<tr>
<td>das Schwein</td>
<td>the pig</td>
</tr>
</tbody>
</table>

### 19. FLOWERS AND FRUIT

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Blume</td>
<td>the flower</td>
</tr>
<tr>
<td>die Rose</td>
<td>the rose</td>
</tr>
<tr>
<td>das Veilchen</td>
<td>the violet</td>
</tr>
<tr>
<td>die Nelke</td>
<td>the lily</td>
</tr>
<tr>
<td>die Lilie</td>
<td>the lily</td>
</tr>
<tr>
<td>die Tulpe</td>
<td>the tulip</td>
</tr>
<tr>
<td>das Obst</td>
<td>the fruit</td>
</tr>
<tr>
<td>der Apfel</td>
<td>the apple</td>
</tr>
<tr>
<td>die Pflaume</td>
<td>the plum</td>
</tr>
<tr>
<td>die Banane</td>
<td>the banana</td>
</tr>
<tr>
<td>die Birne</td>
<td>the pear</td>
</tr>
<tr>
<td>die Trauben</td>
<td>the grapes</td>
</tr>
<tr>
<td>die Kirsche</td>
<td>the cherry</td>
</tr>
<tr>
<td>der Pfirsich</td>
<td>the peach</td>
</tr>
<tr>
<td>wachsen</td>
<td>grow</td>
</tr>
</tbody>
</table>

### 20. NATURE

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Natur</td>
<td>nature</td>
</tr>
<tr>
<td>das Land</td>
<td>the land</td>
</tr>
<tr>
<td>der Stern</td>
<td>the star</td>
</tr>
<tr>
<td>die Welt</td>
<td>the world</td>
</tr>
<tr>
<td>die Luft</td>
<td>the air</td>
</tr>
<tr>
<td>die Erde</td>
<td>the earth</td>
</tr>
<tr>
<td>das Meer</td>
<td>the sea</td>
</tr>
<tr>
<td>der See</td>
<td>the lake</td>
</tr>
<tr>
<td>tief</td>
<td>deep</td>
</tr>
<tr>
<td>der Himmel</td>
<td>the sky</td>
</tr>
<tr>
<td>die Sonne</td>
<td>the sun</td>
</tr>
<tr>
<td>der Mond</td>
<td>the moon</td>
</tr>
<tr>
<td>der Gott</td>
<td>the god</td>
</tr>
</tbody>
</table>

### 21. COUNTRY

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Wald</td>
<td>the forest</td>
</tr>
<tr>
<td>der Garten</td>
<td>the garden</td>
</tr>
<tr>
<td>der Baum</td>
<td>the tree</td>
</tr>
<tr>
<td>das Blatt</td>
<td>the leaf</td>
</tr>
<tr>
<td>das Gras</td>
<td>the grass</td>
</tr>
<tr>
<td>das Gebirge</td>
<td>the mountains</td>
</tr>
<tr>
<td>der Berg</td>
<td>the mountain</td>
</tr>
<tr>
<td>der Wag</td>
<td>the wag</td>
</tr>
<tr>
<td>der Stein</td>
<td>the stone</td>
</tr>
<tr>
<td>das Feld</td>
<td>the field</td>
</tr>
<tr>
<td>der Fluss</td>
<td>the river</td>
</tr>
<tr>
<td>der Bach</td>
<td>the stream</td>
</tr>
<tr>
<td>die Pflanze</td>
<td>the plant</td>
</tr>
</tbody>
</table>

### 22. PARTS OF THE BODY

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Körper</td>
<td>the body</td>
</tr>
<tr>
<td>der Hals</td>
<td>the neck</td>
</tr>
<tr>
<td>die Schulter</td>
<td>the shoulder</td>
</tr>
<tr>
<td>der Rücken</td>
<td>the back</td>
</tr>
<tr>
<td>das Herz</td>
<td>the heart</td>
</tr>
<tr>
<td>der Kopf</td>
<td>the head</td>
</tr>
<tr>
<td>das Gesicht</td>
<td>the face</td>
</tr>
<tr>
<td>die Augen</td>
<td>the eyes</td>
</tr>
<tr>
<td>die Ohren</td>
<td>the ears</td>
</tr>
<tr>
<td>der Mund</td>
<td>the mouth</td>
</tr>
<tr>
<td>die Nase</td>
<td>the nose</td>
</tr>
<tr>
<td>die Zähne</td>
<td>the teeth</td>
</tr>
<tr>
<td>das Haar</td>
<td>the hair</td>
</tr>
<tr>
<td>der Arm</td>
<td>the arm</td>
</tr>
<tr>
<td>die Hand</td>
<td>the hand</td>
</tr>
<tr>
<td>der Finger</td>
<td>the finger</td>
</tr>
<tr>
<td>das Bein</td>
<td>the leg</td>
</tr>
<tr>
<td>der Fuss</td>
<td>the foot</td>
</tr>
</tbody>
</table>
23. **HEALTH**

die Gesundheit | die Erkältung | stark
--- | --- | ---
die Krankheit | die Medizin | schwach
krank | Kopfweh | ruhen
gesund | Zahnweh | waschen
wohl | Halsweh | die Seife
der Magen

24. **WEATHER**

das Wetter | kühl | es schneit
der Regen | kalt | es friert
der Schnee | warm | es regnet
der Wind | heiss | es blitzt
die Wolken | dunkel | es donnert
der Sonnenschein | hell | es hagelt
der Sturm | die Sonne | das Feuer

25. **THE HOUSE**

das Haus | das Zimmer | die Treppe
das Wohnzimmer | die Küche | das Dach
das Schlafzimmer | der Gang | der Schlüssel
das Badezimmer | der Keller | die Ecke
das Esszimmer | der Hof

26. **FURNITURE**

die Möbel | der Teppich | das Bett
der Stuhl | das Sofa | das Telefon
der Tisch | der Vorhang | das Ding
der Schreibtisch | der Fernsehapparat | der Korb
der Schrank | das Radio | der Eimer
die Lampe

27. **MEALS**

die Mahlzeit | das Restaurant | essen
das Frühstück | der Kellner | trinken
das Mittagessen | die Speisekarte | backen
das Abendessen | bringen | kochen
bestellen | schmecken

28. **FOOD**

die Wurst | der Salat | der Nachtisch
das Brot | das Gemüse | der Kuchen
die Butter | das Ei | der Zucker
die Suppe | der Käse | das Salz
das Fleisch | die Kartoffel
29. BEVERAGES

die Milch  
der Tee    
der Kaffee  
die Schokolade  
der Orangensaft  
der Wein  
das Wasser  
das Bier  
der Saft  
giessen  

30. TABLE SETTINGS

das Tischtuch  
der Teller  
die Tasse  
die Untertasse  
das Gles  
das Messer  
die Gabel  
der Löffel  
die Serviette  
die Schüssel  
der Krug  
der Lärm  
die Zeitung  
die Mauer  

31. THE CITY

die Stadt  
das Dorf  
der Hafen  
die Strasse  
der Park  
der Platz  
die Bibliothek  
das Schloss  
die Post  
das Hotel  
die Kirche  
das Rathaus  
der Bus  
die Strassenbahn  
die Untergrundbahn  
der Lärm  
die Zeitung  
die Mauer  

32. MATERIALS

das Holz  
das Eisen  
bauen  
die Wolle  
die Seide  
schneiden  
das Gold  
das Silber  

33. SHOPPING

einkaufen  
die Apotheke  
das Geschäft  
der Laden  
der Markt  
die Bäckerei  
die Kasse  
das Geld  
die Mark (DM)  
der Pfennig  
kaufen  
verkaufen  
bezahlen  
die Rechnung  
wieviel  
kosten  
teuer  
billig  
der Preis  
zahlen  

34. SOCIAL RELATIONSHIPS

der Herr  
die Dame  
das Fräulein  
der Besuch  
der Ring  
der Geburtstag  
das Geschenk  
der Brief  
der Gast  
danken  
bleiben  
sich setzen  
einladen  
besuchen  
heiraten
### 35. NATIONS

<table>
<thead>
<tr>
<th>Amerika</th>
<th>Deutschland</th>
<th>das Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Vereinigten Staaten</td>
<td>Dänemark</td>
<td>der Staat</td>
</tr>
<tr>
<td>Mexiko</td>
<td>Frankreich</td>
<td>die Grenze</td>
</tr>
<tr>
<td>Kanada</td>
<td>die Schweiz</td>
<td>die Fahne</td>
</tr>
<tr>
<td>England</td>
<td>Österreich</td>
<td>reisen</td>
</tr>
<tr>
<td>Russland</td>
<td>Italien</td>
<td>Spanien</td>
</tr>
<tr>
<td>Israel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 36. TRAVEL

<table>
<thead>
<tr>
<th>die Reise</th>
<th>das Fahrrad</th>
<th>gehen</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Wagen</td>
<td>der Zug</td>
<td>fahren</td>
</tr>
<tr>
<td>das Auto</td>
<td>die Fisenbahn</td>
<td>kommen</td>
</tr>
<tr>
<td>das Boot</td>
<td>der Bahnhof</td>
<td>zusammen</td>
</tr>
<tr>
<td>das Schiff</td>
<td>das Flugzeug</td>
<td>zurück</td>
</tr>
</tbody>
</table>

### 37. ACTIONS AND ACTIVITIES

<table>
<thead>
<tr>
<th>anfangen</th>
<th>helfen</th>
<th>schreien</th>
</tr>
</thead>
<tbody>
<tr>
<td>arbeiten</td>
<td>holen</td>
<td>sich kämmen</td>
</tr>
<tr>
<td>aufhören</td>
<td>klopfen an</td>
<td>sich waschen</td>
</tr>
<tr>
<td>aufmachen</td>
<td>laufen</td>
<td>sitzen</td>
</tr>
<tr>
<td>aufstehen</td>
<td>liegen</td>
<td>stehen</td>
</tr>
<tr>
<td>beginnen</td>
<td>öffnen</td>
<td>suchen</td>
</tr>
<tr>
<td>brechen</td>
<td>rufen</td>
<td>tun</td>
</tr>
<tr>
<td>enden</td>
<td>schenken</td>
<td>verlieren</td>
</tr>
<tr>
<td>fallen</td>
<td>schicken</td>
<td>warten</td>
</tr>
<tr>
<td>finden</td>
<td>schlafen</td>
<td>wecken</td>
</tr>
<tr>
<td>frühstückchen</td>
<td>schlagen</td>
<td>zuminchen</td>
</tr>
<tr>
<td>geben</td>
<td>schliessen</td>
<td></td>
</tr>
</tbody>
</table>

### 38. AMUSEMENTS

<table>
<thead>
<tr>
<th>das Kino</th>
<th>das Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Film</td>
<td>hören</td>
</tr>
<tr>
<td>der Tanz</td>
<td>wandern</td>
</tr>
<tr>
<td>die Musik</td>
<td>singen</td>
</tr>
<tr>
<td>das Lied</td>
<td>schwimmen</td>
</tr>
<tr>
<td>tanzen</td>
<td>der Spaziergang</td>
</tr>
</tbody>
</table>

### 39. EMOTIONS

<table>
<thead>
<tr>
<th>müde</th>
<th>sich freuen</th>
</tr>
</thead>
<tbody>
<tr>
<td>erstaunt</td>
<td>die Freude</td>
</tr>
<tr>
<td>traurig</td>
<td>sich schämen</td>
</tr>
<tr>
<td>glücklich</td>
<td>fühlen</td>
</tr>
<tr>
<td>fröhlich</td>
<td>froh</td>
</tr>
<tr>
<td></td>
<td>böse</td>
</tr>
</tbody>
</table>
## 40. Thought

<table>
<thead>
<tr>
<th>Denken</th>
<th>Glauben</th>
<th>kennen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vergessen</td>
<td>Träumen</td>
<td>Wünschen</td>
</tr>
<tr>
<td>Wissen</td>
<td>Hoffen</td>
<td>Werden</td>
</tr>
</tbody>
</table>

## 41. When?

<table>
<thead>
<tr>
<th>Immer</th>
<th>Bald</th>
<th>Dann</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oft</td>
<td>Sofort</td>
<td>Schnell</td>
</tr>
<tr>
<td>Nie (mals)</td>
<td>Jetzt</td>
<td>Lang. am</td>
</tr>
<tr>
<td>Gleich</td>
<td>Zuerst</td>
<td>Manchmal</td>
</tr>
</tbody>
</table>

## 42. Where?

<table>
<thead>
<tr>
<th>Wohin</th>
<th>Überall</th>
<th>Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wohin</td>
<td>Nah</td>
<td>Rechts</td>
</tr>
<tr>
<td>Hier</td>
<td>Fern</td>
<td>Oben</td>
</tr>
<tr>
<td>Da</td>
<td>Weit</td>
<td>Unten</td>
</tr>
<tr>
<td>Dort</td>
<td>Nirgends</td>
<td>Irgendwo</td>
</tr>
<tr>
<td>Draussen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 43. Quantity

<table>
<thead>
<tr>
<th>Stück</th>
<th>Meile</th>
<th>Soviel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pfund</td>
<td>Kilometer</td>
<td>Zuviel</td>
</tr>
<tr>
<td>Paar</td>
<td>Liter</td>
<td>Ungefähr</td>
</tr>
<tr>
<td>Flasche</td>
<td>Genug</td>
<td>Genau</td>
</tr>
<tr>
<td>Nichts</td>
<td>Gar nichts</td>
<td></td>
</tr>
</tbody>
</table>

## 44. Description

<table>
<thead>
<tr>
<th>Alt</th>
<th>Gross</th>
<th>Reich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arm</td>
<td>Gut</td>
<td>Rein</td>
</tr>
<tr>
<td>Dick</td>
<td>Hart</td>
<td>Ruhig</td>
</tr>
<tr>
<td>Dreckig</td>
<td>Häßlich</td>
<td>Rund</td>
</tr>
<tr>
<td>Dum</td>
<td>Hoch</td>
<td>Sauber</td>
</tr>
<tr>
<td>Dünn</td>
<td>Jung</td>
<td>Schlecht</td>
</tr>
<tr>
<td>Breit</td>
<td>Klein</td>
<td>Schmutzig</td>
</tr>
<tr>
<td>Eng</td>
<td>Klug</td>
<td>Schön</td>
</tr>
<tr>
<td>Faul</td>
<td>Kurz</td>
<td>Still</td>
</tr>
<tr>
<td>Fleissig</td>
<td>Lang</td>
<td>Weich</td>
</tr>
<tr>
<td>Frei</td>
<td>Neu</td>
<td>Wunderbar</td>
</tr>
<tr>
<td>Gemütlich</td>
<td>Niedrig</td>
<td>Zornig</td>
</tr>
</tbody>
</table>
GERMAN III

A curriculum guide and syllabus of suggested material and procedures

Introduction:

The authors have here attempted to create a syllabus for a course in third level German which is equally useful for schools oriented to the quarter system, the conventional semester system, or the modular scheduling system and independent study or individual progress. The various "aufgaben" can easily be individualized.

The course has been deliberately arranged in "Lektione" of varying length, but so arranged as to provide 30 class sessions per quarter (120 per year). This falls fifty sessions short of the regularly scheduled 177 sessions. The difference allows for the scheduling of films, teachers' workshop days, testing, and various schedules and unscheduled interruptions. If the teacher's pace is faster than that set by the course, the extra time can easily be filled with supplemental work and additional group or individual projects. If the teacher's pace is slower than that of the course, the extra time will allow him to finish without slighting the later "Lektione" or Aufgaben.

It is to be remembered that this is a new course not yet piloted and will very probably come under considerable revision during the first year or two.
OBJECTIVES OF GERMAN III

Reading (Basic Reading text)

To read with direct understanding (no translation) and to discuss in simple terms in German what has been read.

Listening - Conversing

1. To follow simple conversation and lectures on any topic with which the student has some familiarity.
2. To formulate pertinent questions about what has been heard (or read).
3. To carry on conversations with native speakers in everyday settings.
4. To read with only moderate difficulty newspapers and magazine articles relating to the areas being discussed.

Writing

To write short compositions and reports, notes and letters (simple written communication) in simple, acceptable German.

Culture

To contrast differences between as well as to draw the analogies in the culture of the target language and the native language.

1. values
2. taboos
3. customs
4. mores
5. philosophies
6. historical background
7. arts
8. sciences
9. folklore
10. folk, festivals
11. political systems and philosophies
12. The list may be extended according to the desires of the individual teacher.
GRAMMAR, SYNTAX

lexical development, word formation, idioms, etc.

1. To use, in the exercises provided and in controlled composition, orally and in writing the idiomatic expressions and lexical items provided by the basic grammar text.

2. To perform with reasonable accuracy the grammatical and syntactical exercises and compositions provided by the basic grammar text.

Listening and oral practice:

To understand directly (without translation) the language of the classroom, extemporaneous reading by the teacher, tapes using a variety of voices of material of appropriate difficulty.

To take with reasonable orthographic accuracy dictation of both previously learned and extemporaneous material.

To respond orally to questions regarding the lesson in German.

To speak in the classroom about the classroom activities, the lesson, "Alltag" subjects in reasonably accurate German.

General remarks:

The grammatical review and development should begin with a review of the most sophisticated and complicated aspects of the previous course (German II). This should be based at least in the beginning on problems arising from the basic reading.

(For the first year, the secondary German teachers will begin with the passive voice, conditional and subjunctive, since these are the most sophisticated areas covered in German II. This enters very conveniently since the first essay in Typisch Deutsch begins with an appropriate paragraph in passive voice.)

Emphasis should be given both in the grammar text and in the basic reading to syntax, lexical items, word formation, word families, and idiomatic expressions.

The teachers should aim to develop a total new vocabulary of about 1500 words. Of these a minimum of 800 should become an active part of the student's vocabulary. This includes idiomatic expressions.

The teacher should give emphasis both in listening and reading to the recognition of cognates and to basic linguistics (the differences between German and English).
Suggestions for extensive listening practice include:

- Deutschland Spiegel (monthly German news film available from the German consulate)
- Extemporaneous oral reading by teacher of various class-oriented and course-oriented material
- Tapes of basic readings, Typisch Deutsch, Deutsch Jugend v. Heute
- Oral quizzes
- Dictation - both familiar and new material
- Listening records: readings, poetry, short plays
- Taped copies of German broadcasts
- Community resource persons: natives of Germany, Austria and/or Switzerland who speak to the classes on topics of general interest
- A.F.S. students in the area from German-speaking countries
Basic Grammar Text: *German Review Grammar*  

Basic Readers:  
*Typisch Deutsch*, Viola Hums Droth  
*Deutsch Jugend von Heute*, Eric Marcus  

(Both readers are supplied with tapes)

SPECIAL PROCEEDURES

I. Student materials

A. Texts

B. Dictionary (Cassells New Compact)

C. Each student is to provide himself with a loose-leaf notebook in which he shall maintain sections for his compositions, idioms, grammatical and syntactical notes, lexical items.

D. Each student shall provide himself with 3 x 5 file cards which are to be used for "Wortbildung" and vocabulary development. On one side: the initial word as it is introduced and to which are added at the time or as introduced through reading or conversation later, other words in the same family.

(A class "secretary" may volunteer or be selected by the teacher to keep a master file from which the students may bring their individual files up-to-date periodically.)

On the reverse side may be kept English meanings, lexical explanations, and cognates. Word-building principles should be kept in the "Wortbildung" section of the notebook.

II. Composition

Most composition, particularly early in the course is carefully controlled and follows the exercises of the basic text. However, occasionally short, carefully prepared-for original compositions are required.
All composition is to be written on one side only of the loose-leaf notebook paper in ink (or typed). The student is to write his name, study hour, and the date in the upper right-hand corner of each sheet. A title must appear on each composition. If the paper has a ruled margin, it is to be maintained, otherwise the student must keep a margin on the left of one inch.

The teacher will make all corrections in the margin of the line in which the error appears in red ink using the following or any other proof-reading system:

- sp. - spelling
- w.o. - word order
- gr. - grammar
- cord. - coordination
- \( \wedge \) - omission
- str. - faulty sentence
- V - word missing
- structure
- p. - punctuation
- t. - tense
- cap. - capitalization
- dic. - misuse of word
- l.c. - lower case
- (diction) voice
- P - paragraphing
- m. - mood
- sub. - subordination
- awk. - awkward structure
- incoh. - incoherent

The student makes the necessary corrections on the back of the preceding page on the line opposite the error. This eliminates rewriting the paper, and makes for ready checking by the teacher. The teacher re-checks each paper until it is correct and only then is the student given credit for his grade which is assigned when first handed in.

III. Group projects

Each quarter the class will cooperate in a group project of a cultural nature.

In the fall quarter of 1969 the first project will be a cooperation venture between the German II classes of both Kennedy and Lincoln High Schools. The emphasis of both readers in the course is on cross-cultural contrasts and similarities, particularly in the case of *Typisch Deutsch*, on the stereotype views held by Americans of Germans and by Germans of Americans. Using this as a springboard the German III class will formulate, circulate, collect, and tabulate a "Meinungumfrage," *Was ist typisch Deutsch?*

The questionnaire is to be circulated among the German students at all levels in both high schools, to the A.F.S. students in the area, and to other high schools. It is hoped that an English version entitled "What is typically American?" can be sent to German schools in Berlin, Baden, Württemberg, and Bayern with which the secondary German instructors are acquainted. The doubtless entertaining results could then be sent to Germany and a regular interschool program be initiated.

Because of Lincoln's quarter schedule it is necessary that each project be completed within one quarter.
The Group project for the second quarter is entitled "Line Reise noch Deutschland". Each class is divided into three groups according to interests. Each group decides upon a main interest or purpose for the trip, i.e., Festspiele, Betuebsientersuchung, Universitatun and Fachschulen, Oper, Theater, Musik, Volksfeste, usw. Each group forms its itinerary with dates, routes, stopping-off places and side trips. Then as a group they research the trip collecting or making visuals (maps, transparencies, slides, filmstrips and/or films). The trip is reported in German in written form, presented to the class with visuals and the group acts as a panel of experts in a question-answer period in German after the report has been made orally to the class. Community resources (natives, etc.) may be drawn in and brought into the oral report to the class by the group.

After the first quarter each student is responsible for 75-100 pages of extensive reading. One hour every two weeks should be devoted to discussion of the problems met in the reading and to checking that it is being done. Also, to give opportunity for people who are reading the same books to discuss them in groups.

The student writes an original book report in German on his reading (Nachereählung) with a final paragraph or two explaining his impression of the book and reasons for his impression. The report follows Composition format and is from 225 to 400 words in length. Book reports are corrected and graded by the teacher and treated according to composition procedure before the grade is recorded. The corrected report is filed by the teacher and is not returned to the student!
Wk. 1

Typisch Deutsch,
Sind wir wirklich so? pp 1-6

<table>
<thead>
<tr>
<th>Linguistes</th>
<th>Kultur</th>
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<tr>
<td>1. Passiv</td>
<td>1. Stereotype view of Americans</td>
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<td>2. Nummer - statistik</td>
<td>G and Germans (Questionnaire -</td>
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<td>American attitude toward)</td>
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<td>3. Wortbildung</td>
<td>O (Munungsumfrage) - Was ist</td>
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<td>2. Use typing students for</td>
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<td>preparation and tabulation.</td>
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<td>3. Cooperative project between</td>
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<td>Kennedy and Lincoln</td>
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Procedure:

1st Day 1. Sight reading

2nd Day 1. Discussion question-answer answer explanations

Day

3. Draw attention to footnotes
4. Assign remainder for homework

2nd Day 1. Discussion question-answer footnotes

Day

2. Discussion of cultural differences
3. Begin assignment of questionnaire project. (4 weeks) Assignment: prepare questionnaire questions.

3rd Day 1. Review of story content.

Day

2. Assemble questions - correct grammar, wording syntax, etc.
3. Assign questionnaire for typing.

4th Day 1. Warm-up discussion of questionnaire and progress.

Day

2. Questions p 164.
3. Introduce and explain idioms - (to be memorized each chapter) pp 159-160 grammar explanation. Use idiomatic expressions in 2-3 sentences each day.
4. Reread "Sind wir wirklich so?" - picking out passives - (?)

5. Assign Exercises A and B pp 164-165.

5th Day
1. Warm-up on questionnaire
   Was haben Sie ubers Wochenende gemacht.
   Fragen iebeirs Passiv.
2. Exercises C and D and E in class orally.
3. Review idiomatic expressions in sentences - 2-3 sentences each day
   (can be used for warm-up)

6th Day
1. Warm-up - questionnaires, idioms, Exercises G and H, p 165
2. Assign composition p 166 - begin in class rough draft

7th Day
1. Go and correct homework. (Exchange papers and have some students
   write sentences on blackboard.) Have students rewrite corrected
   composition in composition notebook.
2. Start Variations (A, p 166) in class. Discuss meaning.
3. Assign B in writing (using file cards for lexical items; word
   families, if strong verbs are included show vowel change and any
   verb and refl. and/or impers.

8th Day
1. Warm-up - questionnaire or whatever is relevant.
2. Go over Wort frami lieu - refer to Typisch Deutsch.
   (Extra credit for memorization - 3 day time limit)

9th Day
1. Warm-up - conversation memorization, etc.
2. Light reading
   Read Chapter 2 - Typisch Deutsch. Use of titles.
3. Talk about Köln, Iom, Oper (Heinzel meinchea), Rheiu, Adenauer;
   Koluschiwaner 4711; Maris Farina; Farina Gegenüber - (Topics for
   short oral reports by students for this weeks warm-up; extra credit.)

10th Day
1. Warm-up - student reports (oral)
2. Discussion, homework B questions, answers on Chapter 2.
3. Draw attention to direct discourse.
4. Start introducing Pfeffer, Chapter 23 pp 168, 170
5. Subjunctive - formation
6. Assignment. Study - formation of subjunctive. Give 5 examples of
   subjunctive each weak and strong verbs - not from examples pp 168-169.

11th Day
1. Warm-up - Form and conjugate series of weak and strong subjunctive
   I and II from the infinitives.
2. Introduce Indirect Discourse pp 169-170. (Expand with other
   examples.)
3. Assign: Restudy pp 168-170 - be prepared to ask questions about
   things that are not clear.

12th Day
1. Answer questions - re-explain subjunctive. (Use students to explain
   to each other when possible.)
2. Read orally Basic patterns pp 171-172.
3. Assign: Review and complete basic patterns. Any lexical items
   looked up go on file cards.
13th
Day 1. Review and expand lexical items listed.
2. Reread "basic patterns."
3. Assign: question 173 (in writing)

Day 14th
1. Check questions. - Use blackboard. - Check variations.
2. Idiomatic expressions (follow procedure for Unit I.)

Day 15th
1. Exercise D orally.
2. Go over written exercises B and C. (Exercises E and F - skip unless class is unusually alert and aware.)
3. Review exercises A, B, and C using dasz (dependent clause word order)

Day 16th
1. Correct composition as in Unit I in class.

Day 17th
1. Correct composition as in Unit I on blackboard.
2. Variation, p 175.
3. Assign: Exercise B, p 175 - lexical items (file cards)

Day 18th
2. Use conversation D. Univ. for class reading and discussion.

Day 19th
1. Reread and discuss "Sinn fur Wurde" (p. 7, Typisch Deutsch)
2. Change to indirect discourse those quotations that lend themselves. Discuss those that do and those that don't.

Day 20th
1. Quiz - Indirect discourse - correct in class (simple direct quotes to indirect discourse with and without dasz)
2. Chapter 24, Pfeffer.
3. Discuss - real and unreal conditions (partials)

Day 21st
1. pp 176-179 - Go over in detail. Add examples.
2. Assign basic patterns.

Day 22nd
1. Read and discuss basic patterns in class.
2. Discuss content, irony.
3. Pick out conditionals: discuss reals.

Day 23rd
1. Go over questions.
2. Exercises A, B, C, D, E, and F orally.

Day 24th
1. Correction of composition

Day 25th
1. Variations A and B (in writing) on file cards.
2. Assign: to complete exercises on file cards.

Day 26th
1. Go over lexical items - bring class file to date. See secretary.
2. Assign: conversation to be read in class.
27th
1. Conversation pp 185-186 in class.
   Day 2. Assign each student to prepare 6 questions.

   Chapter 22 - grammar
   Basic patterns content
   Idiomatic expressions (take 2 days.)
   Word formation
   Variation
   Conversations

3. Prepared - n file cards to be handed in. The final will be built from them.

28th
1. Typisch Deutsch: Organisierte Wanderlust
   Day 2. Sight reading: what is not read in class is homework.

2. Assign: reread and prepare questions (selected study)

29th
1. Student questions
   Day 2. Teacher questions - free discussion

30th
1. Continue #3 - Typisch Deutsch
   Day 2. Student questions.

31st
1. #4 - Typisch Deutsch - Dos ist doch Uneihart.
   Day 2. Read (teacher) to class with class' books closed. If time remains
   students retell story in German.

32nd
1. Continue reading and retelling #4.

33rd
1. Reading - individual roles.
   Day 2. Assign: Prepare 2 questions on each reading selection to be used
   as final exam question (multiple choice (4) choices) on file cares-
   signed.

   Whatever extra days remain may be used for review - cultural expanse -
   one hour for final exam.

2nd Quarter
   
   Typisch Deutsch 5-8
   Pfeffer 1-6 (Bob - 1-3-5)
   Lisl - 2.4-6

   Outside Reading - one hour every 2 weeks for class discussion
   Group Project
GERMAN III

German Review Grammar - Peffer

Lesson I, pp 3-8

1st
1. Introduction, review of grammar

Day 2. Sight reading, basic patterns; survey of idiomatic expressions, p 6.
3. Homework: memorize idiomatic expressions; study grammar, pp 3-4.

2nd
1. Review grammatical principles; short quiz on idioms.

Day 2. Reread basic patterns; questions-answers in German by students, a, books open; b, books closed. Exercises B and C orally; D1 on blackboard.
3. Homework: A and D2. If time remains after oral exercises, D2 should be started in class.

3rd
1. Correct and review homework.

Day 2. Begin conversation.
3. Homework: rough draft of composition (in notebook)
4. Reread and/or memorize conversation.

4th


5th
1. Test on lesson I. Correct in class.

Day 2. If time, interlace Typisch Deutsch.

Chapter II.

1st
1. Warmup - Review homework for day.


2nd
1. Review and correct homework.

Day 2. Exercises A, B, and C orally. If time does not allow to finish, add rest to homework assignment.
3. Homework: Exercises D, E, and F written.

3rd
1. Check homework.

Day 2. Read "Heidenröselin."

4th
1. Correct composition in class.

Day 2. Check variation practices.
3. Reread conversation.
4. Begin Chapter III.
5. Homework: prepare for quiz on Chapter II.
5th  1. Quiz on Chapter II. (30 minutes and correction time)
    Day  2. Interlace additional time in Typisch Deutsch.

Chapter III

1st  1. Read and/or review idioms.
    Day  2. Introduce grammar-discussion.
    3. Sight reading, basic patterns.
    4. Oral question and answer period; a, books open; b, books closed;
       c, original questions by students.
    5. Exercises A, B, and C orally
    6. Homework: Exercise E written. Study grammar, prepare questions for
       discussion on grammar.

2nd  1. Review grammar. Take up student questions.
    Day  2. Correct written homework. Exchange papers; use blackboard.
    3. Exercise F orally.
    4. Homework: composition from lesson II. Final check of correct composition
       (to be copied into permanent notebook).

3rd  1. Check final copies of composition in permanent notebook.
    Day  2. 10/15 minutes further clarification of grammatical principles
    3. Read second stanza of "Heidenröislein."
    4. Student questions and answers on the poem.
    5. Conversation: sight reading (question-answer period)
    6. Homework: Variation B written.

4th  1. Correct homework.
    Day  2. Reread conversation.
    3. Interlace Typisch Deutsch.
    4. Homework: Memorize idioms of Lesson 4 and review Chapter 3 (1 and 2)
       for test.

5th  1. Test - correct in class.
    Day  2. Homework: Continue memorization of idioms of Chapter 4.
       (Typisch Deutsch vocabulary and content should be included in test depending
       on how far class has progressed with the book.)

Chapter IV

1st  1. Review test of chapter 3. Discuss most common errors, etc.
    Day  2. Discuss, answer questions regarding idioms in chapter 4.
    3. Homework: Study parts of speech. Continue memorization of idioms.

2nd  1. Sight reading, basic patterns, chapter 4.
    Day  2. Questions, p 26, answer orally.
    3. Review order of the parts of speech, question-answer.

3rd  1. Correct homework.
    Day  2. Exercises B, C, and D orally in class.
    3. Start in class and finish as written homework Exercises E and F.
4th
1. Correct homework.
2. Exercises A and B orally.
3. Begin conversation (sight reading, question and answer)

5th
1. Quiz on chapters 1-4. Correct in class.
2. Check rough draft of composition.

6th
1. Finish work on composition. Copy into permanent notebook.
2. Interlace with reading or quiz on Typisch Deutsch.

Chapter V

1st
1. Review and correct homework.
2. Introduce and discuss idioms of chapter 5.
3. Sight reading, basic patterns of chapter 5.
4. Question-answer period. a, books open; b, books closed.
5. Introduce articles and genders. Stress endings that indicate genders.
6. Homework: Exercise F written; study grammatical principles; begin to memorize idioms.

2nd
2. Reread basic patterns; questions-answers.
5. If time, interlace Typisch Deutsch.

3rd
1. Review and correct composition. (At home - copy into permanent notebook.)
2. Exercises: Variations A and B (on blackboard).
3. Begin conversation - at least through once.
4. Read: Typisch Deutsch.
5. Homework: prepare for test on chapter 5.

4th
1. Test on chapter 5. Correct in class.

5th
1. Reserve day for reading and discussion of Typisch Deutsch.

Chapter VI

1st
1. Introduce special uses of the Genitive case.
2. Sight reading, basic patterns of chapter 6.
3. Emphasize special uses of the genitive.
4. Homework: memorize prepositions with the genitive, verbs with the genitive, and uses of indefinite time in the genitive.

2nd
1. Discussions of special uses of the genitive from student questions.
   Move to teacher questions.
2. Reread basic patterns. Questions and answers on basic patterns.
   Emphasis on special uses of the genitive.
3. Homework: Begin memorization of the idiomatic expressions of chapter 7.
4. If there is time, take exercises B and C orally in class.
3rd Day 1. Write Exercise A, p 39 in class. Allow 25 minutes and then collect.
   Day 3. Add Exercise F on file card for lexical item.
   Day 4. Take composition Chapter 5, p 33, orally in class. 
           Class - to complete at home.

4th Day 1. Correct and review homework, especially composition lesson 5.
   Day 2. Variations p 40 orally.
   Day 3. Conversation, p 41, sight reading.
   Day 4. Homework: rough draft of composition chapter 6, p 40. Prepare for 
           test.

5th Day 1. Text on Chapters 1-6. Correct in class.
   Day 2. Composition correction (on blackboard)

Chapter VII

1st Day 1. Discuss test, review areas of difficulty.
   Day 2. Check composition.
   Day 3. Introduce grammar of chapter 7.
   Day 4. Sight reading, chapter 7, basic patterns.
   Day 5. Homework: memorize and note on vocabulary cards: dative prepositions, 
           accusative prepositions, dative verbs, dative adjectives, other 
           constructions.

2nd Day 1. Oral quiz - 10 minutes on homework.
   Day 2. Discussion of questions on grammar.
   Day 3. Reread basic patterns.
   Day 4. Student questions on content, basic patterns. a, books open; b, books 
           closed.
   Day 5. Exercise A orally. If difficult for class, do on blackboard.

3rd Day 1. Review and correct homework.
   Day 2. Divide class into two groups. Work on Exercise D (written). Follow 
           directions. Group I left col. subj.; Group II right col. subj.
           10 minutes.
   Day 3. Reverse order - Group I right col., etc.
   Day 4. Use blackboard to correct in class.

4th Day 1. Check composition.
   Day 2. Read "Ich hatt einen Kameraden" to class. Do Variation A in writing.
   Day 3. Check answers.
   Day 4. Sight reading - conversation, p 47.
   Day 5. Homework: Variation B, p 46 (written); memorize idioms of lesson 8.

5th Day 1. Check homework.
   Day 2. Test, chapter 7. Correct in class.
   Day 3. If time provides, short oral quiz on assigned idioms.