Instructional objectives of the Dade County Public Schools Quinmester Program in German for use with "Lernen Wir Deutsch: Part 2" focus on development of basic skills through the use of short dialogues and structured exercises. The grammar of the course includes the study of nouns, pronouns, and verbs. Possessive determiners are introduced. The contents of the guide focus on: (1) course description, (2) broad goals and performance objectives, (3) course content, (4) suggested procedures, (5) samples of evaluation, and (6) reference materials.
LEHEN WIR DEUTSCH!

Part 2

7533.02

German

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971
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COURSE DESCRIPTION

This course will continue to develop the listening, speaking, reading, and writing skills on an elementary level. Through short dialogs and structured exercises students will learn about the unusual and unique German postal and school systems. The grammar of the course includes the study of nouns, pronouns, and verbs. Possessive determiners will also be introduced. Success in this course will be assured if 7533.01 or its equivalent has been controlled. German will be the language of the classroom.

7533.02
These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills

According to the individual maturity and achievement, a majority of students with 70% proficiency will:

A. Discriminate sounds

Given a series of five minimal pairs, each series contrasting the sounds: \( [u:] \text{ vs } [u] \) and \( [\text{v}^\text{P}] \text{ vs. } [\text{v}^\text{R}] \), the student will discriminate the correct sound by writing the numbers 1 or 2, depending upon the position of the desired response, on a prepared answer sheet.

B. Discriminate structural signals

Given orally a series of five sentences, some of which begin with the subject and some of which begin with the direct object, the student will circle on a prepared answer sheet the letter "S" for "subject" if the sentence begins with the subject and the letters "DO" for "direct object" if it begins with the direct object.

C. Comprehend basic patterns and substitutional variations spoken at conversational tempo

1. Given orally a series of ten statements, each followed by two further statements lettered "A" and "B", the student will circle the letter "A" or "B", on a prepared answer sheet, according to which corresponds to the statement that most logically continues the thought of the initial statement.
2. Given orally a series of ten incomplete sentences, each followed by three words or phrases lettered "A", "B", and "C", the student will circle on a prepared answer sheet the letter that corresponds to the word or phrase which best completes each sentence.

3. Given orally a series of ten sentences, each followed by two rejoinders lettered "A" and "B", the student will circle on a prepared answer sheet, the letter corresponding to the rejoinder that is most appropriate to the initial sentence.

4. Given orally a series of ten sentences, each followed by an additional sentence that is either appropriate or nonsense, the student will circle on a prepared answer sheet the letter "A" for "appropriate" or the letter "N" for "nonsense", depending upon the logic of what he has heard.

5. Given orally a series of five short three-line dialogs between no more than two speakers, each followed by one incomplete statement related to the dialog and three possible completions lettered "A", "B", and "C", the student will circle on a prepared answer sheet the letter corresponding to the completion that most appropriately completes the statement.

6. Given orally a list of any ten numbers between 13 and 100 in random order, the student will write each number in arabic numeral form as it is heard.
IIa. Speaking Skills

According to the individual maturity and achievement, a majority of students with 70% proficiency in a manner acceptable to the teacher will:

A. Pronounce sounds

Given a written series of five isolated words, each containing a particular consonant sound introduced in this course, the student will respond orally with pronunciation acceptable to the teacher.

B. Imitate models at conversational speed

Given orally the lines of the dialogs, supplements, and drills included in this course, the student will imitate what is heard with pronunciation and intonation acceptable to the teacher.

C. Produce orally minimal structural changes

1. Given orally person-number substitution drills based upon haben and möchten-forms of mögen, the student will repeat the pattern sentence, performing the necessary changes with pronunciation acceptable to the teacher.

2. Given orally item substitution drills based upon: definite articles, nominative and accusative; indefinite articles, nominative and accusative; dieser-words, nominative and accusative; possessive determiners, nominative and accusative; and negative determiners, nominative and accusative, the student will repeat the pattern sentence, performing the necessary changes with pronunciation acceptable to the teacher.

3. Given orally the pattern response drills based upon: subject pronouns; interrogative pronouns, nominative
and accusative; and third person pronouns, accusative, the student will give orally the patterned response performing the necessary changes with pronunciation acceptable to the teacher.

D. Respond freely to questions asked
Given orally a series of five questions based upon the dialogs and supplements included in this course, the student will respond freely with answers logical to the questions asked and with pronunciation and intonation acceptable to the teacher.

III. Reading Skills
According to the individual maturity and achievement, a majority of students with 70% proficiency will:

A. Read orally isolated words
Given a written list of ten isolated words, each word containing one of the following consonants: r, b, d, g, and j, the student will read each orally applying the letter-sound correspondence rule learned and with pronunciation acceptable to the teacher.

B. Read orally sentences
Given a series of five sentences, each containing words to which the letter-sound correspondence rules apply, the student will read orally each sentence with pronunciation and intonation acceptable to the teacher.

C. Read silently for comprehension
Given a narrative composed of recombined material and a minimum of new material, including cognates and words and phrases clarified in marginal notes, the student will read the narrative silently and then describe in English what he has read.
IV. Writing Skills

According to the individual maturity and achievement, a majority of students with 70% proficiency will:

A. Copy the target language

1. Given a series of three sentences containing words representing the letter-sound correspondence rule learned, the student will copy each sentence with correct orthography and punctuation.

2. Given the lines of the dialogs included in this course, the student will copy each line with correct orthography and punctuation.

B. Write from dictation

Given a series of five sentences, each of which the student has previously heard spoken, read, and copied, the student will write each as each is dictated.

C. Write exercises requiring minimal structural change

1. Given a series of five incomplete sentences, each containing a blank in the verb position, the student will fill in the blank with the proper form of the verb haben.

2. Given a series of five incomplete sentences, each containing a blank in the verb position, the student will fill in the blank with the proper geschichte-form of the verb mögen.

3. Given a series of five incomplete questions, each followed by an incomplete answer, the student will complete each set by filling in the blank of the first sentence with the proper form of the nominative definite article and the blank of the second sentence with the proper form of the substitute subject pronoun.
4. Given a series of five incomplete questions, each followed by an incomplete answer, the student will complete each set by filling in the blank of the first sentence with the proper form of the accusative definite article and the blank of the second sentence with the proper form of the substitute accusative third person pronoun.

5. Given a series of five incomplete statements, the student will complete each by filling in the blank with the proper form of the nominative or accusative indefinite article.

6. Given a series of five incomplete sentences, the student will complete each by filling in the blank with the proper form of the nominative or accusative dieser-word designated in parentheses at the beginning of each sentence.

7. Given a series of five incomplete sentences, the student will complete each by filling in the blank with the proper form of the nominative or accusative possessive or negative determiner designated in parentheses at the beginning of each sentence.

D. Write only parts of a sentence

1. Given a series of five statements, each followed by an incomplete statement, the student will fill in the blank of the incomplete statement with the word that is opposite in meaning to that of the last word in the first statement.

2. Given a series of five statements composed of subject, verb, and direct object and either the subject or the direct object underlined in each, the student will write for each statement a question beginning with the appropriate interrogative pronoun that replaces the underlined word or phrase.
3. Given orally a short dialog between two speakers, each speaker speaking no more than four times, the student will write grammatically correct, although not necessarily complete statements, the answers to a series of four questions asked orally based upon the dialog heard.

V. Cultural Skills

According to the individual maturity and achievement, a majority of students will compare and/or contrast by written and/or spoken response the German and American:

A. Postal systems
B. Monetary systems
C. Weights, measures, and clothing sizes
D. Educational systems
E. Birthday customs

VI. Attitude

A majority of students will demonstrate an interest in the German language and culture as evidenced by the following:

A. Participation in classroa activities
B. Seeking additional knowledge, joining German clubs, possible travel, or possible correspondence with German-speaking pen-pals.
C. Continuation of the study of German
I. Phonetics

\[ u: vs \ u; \ \text{long vowels; } [\text{ai}], [\text{au}], [\text{ai}]; [\text{ai}];
\[ o; ; q; ; \text{final } [\text{a}], \text{vs } \text{final } [\text{ae}]; [\text{l}]; [\text{t}]
\text{after short vowel; } b, d, g, j.

II. Grammar

A. Present tense of haben
B. Definite articles, Nominative and Accusative Cases
C. Indefinite articles, Nominative and Accusative Cases
D. Pronouns, Nominative and Accusative Cases
E. Interrogative pronouns, Nominative and Accusative Cases
F. Möchte-forms of mögen
G. Dieser-words, Nominative and Accusative Cases
H. First-position direct objects
I. Suffix -in
J. Compound nouns
K. Possessive determiners, Nominative and Accusative Cases
L. Negative determiner, Nominative and Accusative Cases

III. Vocabulary

A. Nouns

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<tr>
<th>German Word</th>
<th>English Word</th>
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<td>der Gartel</td>
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<td>die Hand</td>
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<td>der Arzt</td>
<td>die Handtasche</td>
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<td>der Ball</td>
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<td>das Hemd</td>
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<td>die Bluse</td>
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<td>der Brief</td>
<td>der Hunger</td>
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<td>das Briefpapier</td>
<td>der Husten</td>
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<td>der Briefträger</td>
<td>die Illustrierte</td>
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<td>der Bruder</td>
<td>die Jacke</td>
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<td>das Buch</td>
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<td>die Erkältung</td>
<td>der Korb</td>
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<td>die Grippe</td>
<td>der Mantel</td>
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<td>die Grossmutter</td>
<td>die Mark</td>
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<td>der Grossvater</td>
<td>die Mathematik</td>
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</table>
der Monat die Tasche
die Mutter der Tisch
der Nachbar der Vater
die Nachbarin der Vetter
der Onkel das Weihnachten
das Paket die Woche
das Papier die Wolle
die Post die Zeitung
die Prüfung
der Pullover
der Regen
der Regenschirm
der Rock
der Roman
der Schal
der Schmuck
der Schüler
die Schülerin
die Schwester
der Stoff
die Tante

B. Verbs

bekommen
bestellen
besuchen
bringen
Durst haben
finden
gern haben
Glück haben
haben
holen
hören
Hunger haben
kaufen
kosten
lernen
Lust haben
passen
recht haben
schicken
schreiben
verstehen

c.

13-160

d.

aber
Ach!
bald
<table>
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<td>lang</td>
<td>wer</td>
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<tr>
<td>modern</td>
<td>zu Weihnachten</td>
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### IV. Idiomatic expressions

A. Er hat recht.
B. Es passt bestimmt.
C. Wie findest du dieses Geschenk?
D. Ich gehe jeden Monat dorthin.
E. Ich habe den Stoff gern.
F. Er kommt am Samstag.
G. Sie hat keine Lust zum Lesen.
H. Wir haben Hunger (Durst).
I. Was für eine Prüfung haben wir?
J. Was möchtest du zu Weihnachten?
SUGGESTED PROCEDURES

Teachers who are already familiar with the audio-lingual approach will have no serious problems with teaching this course. However, those who have used the First Edition of the AIM materials should be aware of certain significant differences in the Second Edition on which this outline is based. It seems worthwhile at this point to outline these modifications, although the teacher should read very carefully all the material in the Introduction to the Teacher's Edition.

1. No provision for a lengthy pre-reading period in early units.
2. Much more systematic and complete treatment of pronunciation.
3. More emphasis on the students' ability to use new material.
4. Explanation of grammatical principles before beginning extensive drill practice.
5. Special listening-comprehension exercises for students.
6. Much better controlled development of the speaking skill.
7. Earlier and more systematic development of the reading skill.
8. Considerable increase in writing practice.
9. More attention to culture by the inclusion of many illustrations throughout the text as well as by an 18-page, full-color pictorial section and by a set of accompanying filmstrips.

The general procedures for this course are the same as those for any other audio-lingual course, but it is important that all teachers, whether familiar with the method or not, study the Introduction found in the Teacher's Edition of the Second Edition. It will perhaps suggest new ideas for teaching specific items, it will present a sample lesson plan, it will give you the format and suggestions for the use of the recorded materials that accompany the text. There is also a very complete
section which contains suggested procedures for the introduction of each new structure with some additional structure drills. For those classes making use of the recorded materials, the complete text of the 227 listening and speaking exercises is included as well as an Audio Index and a Key to the Pronunciation Exercises.

It is highly recommended that the teacher make use of all materials that implement this program to make it a really complete one. All these items are listed separately.
SAMPLES OF EVALUATION

I. Listening Skills

A. Instrument for measuring performance objective IA

Listen carefully to the following series of word-pairs. In one word of each pair the sound is the long ë-sound, as in Üben; in the other the sound is the long u-sound, as in Hut. On your answer sheet are two columns, one marked "ë-sound" and one marked "u-sound". As you hear each pair, write the numbers 1 or 2 under the proper heading. For example: If the first word contains an "ë-sound", write the number "1" under "ë-sound". If the first contains an "u-sound", write the number "1" under "u-sound". And if the second word contains an "ë-sound", write "2" under "ë-sound"; if an "u-sound", write "2" under "u-sound".

1. Gate
2. Bruder
3.fuhr
4. Mutter
5. Fuss

gute
Brüder
für
Mutter
Füsse


1. Key to Phonetic Symbols: p. T170

B. Instrument for measuring performance objective IB

Listen carefully to each of the following sentences. Some begin with the subject and some with the direct object. If the sentence you hear begins with the subject, circle the
letter "S" for "subject" on your answer sheet. If the sentence begins with the direct object, circle "DO" for "direct object".

1. Welche Jacke kaufst du?
2. Dieses Hemd ist zu weit.
3. Der Mantel passt bestimmt.
4. Eine Krawatte hat er nicht.
5. Welchen Stoff hast du gern?


C. Instrument for measuring performance objective IC-1

Listen carefully to each of the following statements.
Each will be followed by two further statements, lettered "A" and "B". Depending upon which of the two most logically completes the thought of the initial statement, circle the letter of your choice on your answer sheet.

See AIM Teacher's Edition, second edition, p. TH1

D. Instrument for measuring performance objective IC-2

Listen carefully to each of the following incomplete sentences.
Each will be followed by three words or phrases lettered "A", "B", and "C". Depending upon which of the three words or phrases best completes the sentence, circle the letter of your choice on your answer sheet.


E. Instrument for measuring performance objective IC-3

Listen carefully to each of the following sentences. Each is followed by two rejoinders lettered "A" and "B". Depending upon which of the two is the most appropriate, circle the letter of your choice on your answer sheet.

F. Instrument for measuring performance objective IC-4

Listen carefully to each of the following sentences. Each is followed by an additional sentence that is either appropriate or nonsense. If the sentence pairs are logical, circle the letter "A" for "appropriate" on your answer sheet. If they are illogical, circle the letter "N" for "nonsense".


G. Instrument for measuring performance objective IC-5

Listen carefully to each of the following three-line dialogs. Each will be followed by one incomplete statement related to the dialog and three possible completions lettered "A", "B", and "C". On your answer sheet circle the letter that corresponds to the completion that most appropriately completes the statement.


H. Instrument for measuring performance objective IC-6

Listen carefully to each of the following numbers. As you hear each, write each in arabic numeral form on your answer sheet.

II. Speaking Skills

A. Instrument for measuring performance objective IIA

You will see a series of five isolated words. Each contains the sound [w]. Respond orally by saying these five words with correct pronunciation.

See AIM Teacher's Edition, second edition,

1. [w], p. Th2
2. [e] vs [ei], p. Th0, T52
3. long vowels, p. Th3
4. [ai], [au], [ei], p. Th8
5. [i], p. Th5
6. [o] p. Th7
7. [ü], p. Th8
8. [x], p. Th9
9. [y], p. T50
10. final [w] vs final [RÆ], p. T51
11. [l], p. T54
12. [t] after a short vowel, p. T55

B. Instrument for measuring performance objective IIC-1, 2, & 3

1. Person-number substitution drills

   Er hat Papier
   Ihr ________
   Du ________
   Wir ________
   Sie möchten eine Limonade.
   Ich __________________
   Ilse __________________
   Du __________________
2. Item substitution drills

Der Brief kommt heute
___ Post ________
___ Paket ________
___ Briefträger ______
___ Illustrierte ______
Hier ist ein Lappen.

________ Zeitung.

________ Stand.

________ Karte.

________ Gasthaus.

3. Pattern response drills

Ist die Stube sauber? Ja, sie ist sauber.
Ist der Garten schön? _______
Ist das Paket hier? _______
Ist die Frau alt? _______
Putzt er das Auto? Ja, er putzt es.
Hat er den Brief? _______
Bekommt er die Illustrierte? _______
Gewinnt er das Spiel? _______


1. haben and möchte-forms of mögen, p. T113, T117

2. definite article, nominative and accusative, p. T113-114, T118-119

3. indefinite article, nominative and accusative, p. T114-115, T119-120

4. subject pronouns, p. T115-116

5. interrogative pronouns, nominative and accusative, p. T116-117, T123
6. **dieser-words**, nominative and accusative, p. T120-121

7. third person pronouns, accusative, p. T122

8. possessive determiners, nominative and accusative, p. T123-124, T125-126

9. negative determiner, nominative and accusative, p. T126

C. **Instrument for measuring performance objective IID**

Free response to questions asked


exercises 23, p. 62; 25, p. 80; 34, p. 88; 6, p. 95; 13, p. 100; 23, p. 104; and 30, p. 106

III. Reading Skills

A. **Instrument for measuring performance objective IIIA**

You will see a list of ten isolated words, each of which you have never seen before. Each word contains a specific consonant. Read each orally being careful to apply the letter-sound correspondence rule you have learned for each.

1. frei
2. gelb
3. jung
4. Kreis
5. jede

6. Geld
7. treu
8. sehr
9. Programm
10. klug


B. **Instrument for measuring performance objective IIIB**

You will see a series of five sentences in German. Each contains words to which you must apply the letter-sound correspondence rules you have learned. Read each orally using correct pronunciation and intonation.
1. Richard ist ein Junge.
2. Guten Tag, Frau Meier.
3. Hier ist der Stand, Rolf.
4. Das Fräulein ist sehr jung.
5. Die Karte ist rot und grau.


C. Instrument for measuring performance objective IIIC

You will see a narrative composed of recombined material and a minimum of new material, including cognates and an occasional new word or phrase clarified in marginal notes. Read the narrative silently and then describe in English what you have read.


IV. Writing Skills

A. Instrument for measuring performance objective IV A1 & 2


1. Letter-sound correspondence: p. T15, 63-65
2. Dialogs: p. h9, 67, 91

B. Instrument for measuring performance objective IV B


C. Instrument for measuring performance objective IV C-1

You will see five incomplete sentences containing blanks in the verb positions. Complete each by filling in the blank with the proper form of haben.

1. _____ du Papier?
2. Ihr _____ recht.
3. Der Briefträger _____ ein Paket.
4. Peter und Ilse ____ die Illustrierte.

5. Ich ____ das Heft.

See ALM Teacher's Edition, second edition, p. T113

D. Instrument for measuring performance objective IVC-2

You will see five incomplete sentences containing blanks in the verb positions. Complete each by filling in the blank with the proper möchten-form of mögen.

1. ____ Sie ein Zimmer?

2. Er ____ eine Limonade.

3. ____ du die Jacke?

4. Wir ____ den Katalog.

5. Ich ____ diesen Stoff.


E. Instrument for measuring performance objective IVC-3

You will see a series of five incomplete questions, each followed by an incomplete answer. Complete each set by filling in the blank of the first sentence with the proper nominative definite article and the blank of the second sentence with the appropriate subject pronoun.


F. Instrument for measuring performance objective IVC-4

You will see a series of five incomplete questions, each followed by an incomplete answer. Complete each set by filling in the blank of the first sentence with the proper accusative definite article and the blank of the second sentence with the appropriate third person accusative pronoun.

G. Instrument for measuring performance objective IVC-5

You will see a series of five incomplete statements. Complete each by filling in the blank with the proper form of the nominative or accusative indefinite article.

See ALM Teacher's Test Manual, second edition, p. 12 and

H. Instrument for measuring performance objective IVC-6

You will see a series of five incomplete statements. Complete each by filling in the blank with the proper form of the _dieser-word_ designated in parentheses at the beginning of each sentence.

1. (dieser) Peter braucht ____ Jacke nicht.
2. (welcher) ____ Regenschirm kauft sie?
3. (jeder) ____ Kleid ist schick.
4. (dieser) Sie möchte ____ Bluse.
5. (jeder) Er kauft ____ Anzug.

See ALM Teacher's Edition, second edition, T120-121

I. Instrument for measuring performance objective IVC-7

You will see a series of five incomplete statements. Complete each by filling in the blank with the proper form of the possessive or negative determiner designated in parentheses at the beginning of each sentence.

1. (sein) Fritz putzt ____ Rad.
2. (kein) Hest du ____ Hunger?
3. (dein) Hans, was heißt ____ Lehrer?
4. (ihr) Sie besucht ____ Grossvater.
5. (unser) Bekommen Sie ____ Brief?

J. Instrument for measuring performance objective IVD-1
   See ALM Teacher's Edition, second edition, p. 69, 70
K. Instrument for measuring the performance objective IVD-2
   You will see a series of five sentences, each of which contains
   either an underlined subject or an underlined direct object.
   Write a question for each by beginning with the appropriate
   interrogative pronoun that replaces the underlined word or phrase.
   1. Hans und Inge kommen heute.
   2. Der Koffer ist schmutzig.
   3. Sie kauft die Krawatte.
   4. Wir kennen den Mann.
   5. Er ruft den Vater.
L. Instrument for measuring performance objective IVD-3
   See ALM Teacher's Edition, second edition, p. Th5, Th9, T54

V. Cultural Skills

Instrument for measuring performance objective V
Describe the differences and/or similarities between the German
and American cultures in each of the following areas:
1. Postal systems
2. Monetary systems
3. Weights, measures, and clothing sizes
4. Educational systems
5. Birthday customs
VI. Attitude

A. The teacher will have noted throughout the courses the participation in activities and expressions of beliefs of each pupil. Through his/her guidance positive opinions and attitudes hopefully will develop in a majority of the class. A chart on minute details might be kept such as:

<table>
<thead>
<tr>
<th>Voluntary</th>
<th>Take positive attitude</th>
<th>Seeks a project</th>
<th>Speaks without bitterness</th>
<th>Accepts leadership role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Allen, Mary</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Alsworth, Joe</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
REFERENCES


**PERIODICALS**

