

# Deutsch 1020

HERZLICH  
WILLKOMMEN!



## Beginning German II at the University of Memphis

German 1020 builds on the goals laid out in German 1010 -- the development of the four language skills (speaking, listening, reading, writing) in a cultural context with a focus on spoken German.

We will seek to incorporate all three modes of communication: interpersonal, interpretive and presentational.

At the end of the semester, you should be able to complete basic tasks in German (such as understanding and giving directions, applying for a job, speaking with a doctor, opening a bank account, etc.) and hold more advanced conversations.

### TESTS

Chapter 5	Sep. 24
Chapter 6	Oct. 17
Chapter 7	Nov. 5
Chapter 8	Nov. 26

Review Session and last day of class:  
Dec. 3

Final Exam: Dec. 10, 10.30 am

**Instructor:****Office:****Phone:****Email:****Office hour:****Class meetings:****Required materials:****Recommended texts:****Free tutoring:****German table:****German Club:**

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Please make an appointment!

Tuesdays and Thursdays, 9.40-11.05 am, 007 Jones Hall

*Vorsprung. A Communicative Introduction to Language and Culture*: textbook, student activities manual, and audio CDs (available from the bookstore or online [cheaper])

*English Grammar for Students of German*.

Days and times will be announced. We offer free tutoring and conversation practice to all students of German.

Fridays, 12.30-1.30 pm in the FedEx Café. Join us for some basic German conversation (not required) and meet your fellow German students.

Join „German Studies at the University of Memphis“ on Facebook to stay updated on activities.

Die Statue auf dem  
Brandenburger Tor in Berlin



## What to expect in class

- **We want to USE the language** -- First-year German includes an introduction to the basics of grammar. Since the discussion of grammar points prepares students to talk ABOUT the language rather than to use the language, grammar will be taught in our class by means of structured input and output (models of good language). Students will read about the grammar points at home and then will work with grammar that has been incorporated into thematic contexts in the classroom; students will acquire structures as they are actually used in the language. Explicit instruction (rules) will still be incorporated into classroom instruction as students are called upon to explain what they understood of the grammar reading and to pose any questions that they might have.
- **Culture** (ranging from the arts to habits, traditions and the day-to-day) will be incorporated every day into the language classroom. Learning about everyday culture serves many purposes: It provides you with the basics you would need if you were to

travel to Germany and it enables you to work with vocabulary that is at an appropriate level for students with limited previous German knowledge. We will offer an introductory picture of life in contemporary German-speaking countries. If there is something you would particularly like to know about these countries, let your instructor know right away so that he/she can make an effort to incorporate this topic into the class.

- **Scaffolding of activities** -- One of our main focuses in the first year is to get students speaking. For this purpose, we will attempt to connect topics to you and your life. In this manner, you will be familiar with the content. You are thus free to focus your attention on the language. A variety of strategies will be employed in the classroom to make this possible. These will range from the very directed, which will focus your attention on new grammatical structures or vocabulary (e.g. questionnaires, true-false, ordering, information exchange) to freer activities (e.g. interviews, role-plays, think-alouds) to more elevated activities (e.g. cultural readings which will encourage incidental learning as

## Homework assignments include:

1. Thorough preparation of the assigned material.  
Study the pages from the textbook listed in your assignment schedule. This includes Anlaufftexte, grammar explanations, cultural information etc.
2. Exercises in the Textbook  
Write those on a separate sheet of paper and bring them to class.
3. Vocabulary Study  
You will be assigned 20-40 words and expressions per class session. Memorize them before coming to class - class time is for practicing to use them in conversation
4. Student Activity Manual/Arbeitsheft  
The first part of the SAM is a workbook that focusses on using grammar and vocabulary you just learned in context.  
The second part of the SAM is a Lab component that trains listening comprehension.
5. Journals  
In the SAM, the last assignment in each chapter is labelled "Schreiben." Here, students practice writing composition in German.

You will also receive handouts that we will use for in-class dialogue and grammar practice. Generally, you may be asked to work on them at home before we go over them in class.

## I am a Safe Zone Ally.

The SafeZone Program at the U of M exists to support gay, lesbian, bisexual, transgender, intersexed, and questioning U of M students, faculty and staff, to improve the overall U of M campus environment and to educate the entire campus community on concerns relating to GLBTIQ issues. The University of Memphis' commitment to diversity and civility undergirds the SafeZone Program's efforts to support the GLBTIQ community on campus.

## DID I MISS ANYTHING?

**Tom Wayman**

*Question frequently asked by students after missing a class*

*Nothing. When we realized you weren't here  
we sat with our hands folded on our desks  
in silence, for the full two hours*

*Everything. I gave an exam worth  
40 per cent of the grade for this term  
and assigned some reading due today  
on which I'm about to hand out a quiz  
worth 50 per cent*

*Nothing. None of the content of this course  
has value or meaning  
Take as many days off as you like:  
any activities we undertake as a class  
I assure you will not matter either to you or me  
and are without purpose*

*Everything. A few minutes after we began last time  
a shaft of light descended and an angel  
or other heavenly being appeared  
and revealed to us what each woman or man must do  
to attain divine wisdom in this life and  
the hereafter  
This is the last time the class will meet  
before we disperse to bring this good news to all people  
on earth*

*Nothing. When you are not present  
how could something significant occur?*

*Everything. Contained in this classroom  
is a microcosm of human existence  
assembled for you to query and examine and ponder  
This is not the only place such an opportunity has been  
gathered*

*but it was one place*

*And you weren't here*



well as more advanced cultural introduction). When completing the simpler tasks in class, you will be encouraged to understand most every word by means of preceding vocabulary introduction via images and vocabulary assignments. When completing more challenging assignments, you should not expect to understand every word but still work effectively after getting the “gist” of the material. Such assignments will additionally encourage incidental learning (different students will recall different vocabulary items, for example).

### **Mutual respect**

Foreign Languages are most effectively learned in a space where students feel comfortable but challenged intellectually. I will strive to create a learning environment conducive to such positive results and to provide a physically and emotionally safe learning environment. It is your responsibility to contribute to this environment by being intellectually honest, doing quality work, speaking up if you have concerns or needs, honoring diversity without prejudice and encouraging your own progress as well as that of your classmates through personal motivation and considerate treatment of others.

### **Attendance Policy**

Attendance is a pre-requisite of course participation as well as language acquisition itself, as class time offers you an opportunity to attain much-needed input and experiment with the language. I ask that you are punctual for class; repeated tardies will negatively affect your grade. If there are any circumstances which will hinder your attendance or punctuality (such as mandatory attendance at a sporting event or distance of preceding course), please bring these to my attention immediately. Being absent for 2 or more classes, equalling one week of class, is considered excessive. If a student is absent for 4 classes, which equals two weeks, he or she can fail the class. Be aware that absences will lower your grade significantly. I keep a record of your absences. If you must miss class due to illness or for another legitimate reason, please let me know before class that day. Makeup exams are possible only in the case of a valid, excused absence.

## Academic Integrity

Students are bound by the University policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the University academic integrity policy: <http://saweb.memphis.edu/judicialaffairs/pdf/CSRR.PDF>.

For German language courses, academic integrity implies that students will not employ online translators nor have others (German-speaking relatives, classmates, instructors, etc.) complete any portion of their work for them. I am happy to be of assistance during your learning process.

## STUDY GUIDE

### PREPARATION and PARTICIPATION

A significant portion of your grade (25%) is based on preparation and active participation, since you require the input and opportunity to experiment with the language in order to make progress. Active participation is defined as verbally contributing to group, pair and individual activities based upon your preparation of the assignments and your attention to class lessons. This participation may also take the form of any questions that you may have on the material covered and/or homework assigned.

You will be assigned daily homework from the textbook (Lehrbuch), worksheets that will be e-mailed to you and/or from the workbook (Arbeitsheft). This work should be completed each day before you come to class. A foreign

language is best learned with repetition and regular work each day rather than cramming prior to an exam. As an adult learner of a foreign language (accustomed to the practice of learning), you will desire clear rules about the language, and the textbook and class discussion will provide you with these; these can be very comforting. However, since our goal is to learn the language itself rather than just about the language, our focus needs to be upon the employment of the structures and vocabulary. It is imperative that when you complete your homework, therefore, that you make every effort to comprehend the information and make sense of it for yourself. If you have questions, bring these immediately to my attention, either in class or via e-mail.

In order to check preparation, there will be unannounced pop quizzes. Their content relates directly to the homework assignment due that day (vocab, workbook, textbook, etc.).

### VOCABULARY ACQUISITION

Vocabulary acquisition is essential for success with the language. Vocabulary can be acquired through many techniques; a combination of techniques is typically required for success. (1) First and foremost, you will note that vocabulary retention is dependent upon attention and awareness. According to one study, "good learners were found to be more aware of what they could learn about new words, paid more attention to collocation[1] and spelling, and were more conscious of contextual learning." [2] (2) You will note that the vocabulary is presented and assigned in topical groupings. Relations between words are close enough to be sensible but not so close as to cause overlap and confusion. (3) Vocabulary flashcards and/or a vocabulary notebook, while not required of students as mandatory homework, are highly advisable. These should include the articles and plural forms of nouns and the principle parts of

verbs. (4) Vocabulary is not all assigned for one day; vocabulary learning needs to be divided over regular intervals. How many words can be studied at one time depends upon the difficulty of the words. Note how the topics of the chapters are basic, everyday and relatable. (5) Make associations between the new words and words that you already know; connect new words to the sounds of the native language, the target language or another language; consider the structure of the word; consider the meaning of parts of the word, etc. (6) Repeating words aloud has been empirically proven to help retention more than silent repetition; participate in choral repetition of vocabulary in class as well as in vocabulary activities. (7) Multiple readings in the text (Anlauttexte and Absprungtexte) provide opportunities for vocabulary exposure IN CONTEXT and for guessing and subsequent corroboration. Some students benefit more from contextual guessing and others more from dictionary use; you should keep your dictionary readily on hand, as you discover what type of learner you are. (8) Assigned texts can be read and heard; the different modalities can assist with comprehension and retention. You should review these texts at home on your own.

### EXTENTIONS

Should you face a particularly busy portion of the semester, it is greatly appreciated that you request an extension on an assignment. Late assignments will only be accepted if discussed in advance with the instructor. I want to work with you to enable you to successfully complete all assignments in a timely fashion, in order that they may best serve your acquisition process.

I cannot give you any credit for homework that is turned in more than one week from the day on which it was originally due.



## How to read HOMEWORK instructions

To complete homework assignments properly, you will want to attend to the words “lernen” and “schreiben.”

“Lernen” means “to study”. When you are assigned pages with grammar points to study, you will want to read these through carefully, take copious notes, analyze the examples provided to see the new structure in use and break them down so that they make sense to you. You do not need to complete any of the associated activities, unless specifically assigned.

“Schreiben” means “to write”. Those activities assigned with the verb “schreiben” ALWAYS need to be written out, either in the workbook (whenever possible) or on a separate piece of loose-leaf paper to be turned in for correction.

## The Student Activities Manual

is actually divided into two parts: a workbook (through page 182) and a lab manual.

**Workbook:** Each chapter includes a final activity, which is a longer writing exercise – **THE JOURNAL**. Be sure to take special care with the FOUR of these free-writing activities that have been assigned this semester, as they count significantly toward your final grade. **Please be sure to write at least 16-20 sentences for each assignment.**

**Hörverstehen** (Listening comprehension) activities in the workbook can be completed by accessing the textbook webpage:

[http://college.cengage.com/languages/german/lovik/vorsprung/2e/student\\_home.html](http://college.cengage.com/languages/german/lovik/vorsprung/2e/student_home.html). Using the pull-down menu in the left-hand column, select the chapter on which you are currently working. Still in the left-hand column, click on “Improve Your Grade”. Click then on “SAM Audio Files” which may be found in the middle of the screen at the bottom of the list. Then locate the appropriate activity.

The Anlauttexte, Absprungtexte and Zieltexte from the textbook may be accessed from the following webpage: [http://college.cengage.com/languages/german/lovik/vorsprung/2e/student\\_home.html](http://college.cengage.com/languages/german/lovik/vorsprung/2e/student_home.html). Using the pull-down menu in the left-hand column, select the chapter on which you are currently working. Still in the left-hand column, click on “Improve Your Grade”. Click then on “In-text Audio Files”. Then locate the desired file.

# Need help?

If you have any questions about the material or assignments, you can...

### 1. Meet with me

I can usually find time to meet you face to face with about 24-36hrs’ notice. Generally, I am fairly flexible, but it’s worth noting that I am on the Faculty Senate Executive Committee, and so sometimes my schedule blows up. Kabooooom.

### 2. Text or email me

If you are looking for an immediate answer to a simple question, email or text me.

### 3. Meet with our (free) tutor

We always have a native assistant, who is an exchange student from Germany, available to meet with you. Their office is 235 Jones Hall, and we will distribute the dates and times at the beginning of the semester.

### 4. Ask a peer

Learning happens in a community. Exchange contact info with your fellow students so that you can see what you have missed. Studying together can be fun, too!

## Disability Resources for Students

Reasonable and appropriate accommodations will be provided to students with disabilities who present a memo from Disability Resources for Students (DRS).

<http://www.memphis.edu/drs/>



## VORBEREITUNG

### Für Donnerstag, 29. August

- Wiederholen Sie die Verben
- Wiederholen Sie den Akkusativ (den, die, das, die)
- Wiederholen Sie die Akkusativpronomen (mich, dich, ihn, sie, es, uns, euch, sie, Sie)
- Wiederholen Sie die possessiven Pronomen (mein-, dein-, sein-, etc.)

### Für Dienstag, 3. September

- Lehrbuch: Lernen Sie die zweite Spalte (column) von den Vokabeln „Freundschaft, Liebe und Leute,“ Seite 194
- Lernen Sie über die Partizipien von den schwachen Verben, Seite 166-167
- Lesen Sie „Brennpunkt Kultur,“ Seite 163
- Lesen Sie „Anlaufertext,“ Seite 159-161. Sie können ihn auch anhören. Geben Sie folgende Webadresse ein: [http://college.cengage.com/languages/german/lovik/vorsprung/2e/student\\_home.html](http://college.cengage.com/languages/german/lovik/vorsprung/2e/student_home.html);  
benutzen Sie dann das Dropdown-Menü auf der linken Seite: Klicken Sie auf „Kapitel 5“, auf „Improve Your Grade“ (noch mal auf der linken Seite), dann auf „In-text Audio Files“ und zuletzt auf „Anlaufertext -- Die Geschichte von Tante Uschi und Onkel Hannes.“
- Arbeitsheft: Schreiben Sie Übung A-C auf Seite 59-60
- Lernen Sie Partizipien von den Verben im Perfekt

### Donnerstag, 5. September

- Lehrbuch: Lernen Sie die dritte Spalte von „Freundschaft, Liebe und Leute“ und „Andere Verben,“ Seite 194-195
- Lernen Sie über „die Partizipien von unregelmäßigen/ starken und gemischten Verben,“ Seite 168-169
- Lernen Sie über Verben mit einem trennbaren Präfix, Seite 170 und die Partizipien von „haben“ und „sein,“ Seite 172
- Schreiben Sie Aktivität 12 auf Seite 167
- Lernen Sie Partizipien von den Verben im Perfekt

### Dienstag, 10. September

- Lehrbuch: Wiederholen Sie den Wortschatz, Seite 194-195
- Arbeitsheft: Schreiben Sie Übung D auf Seite 61
- Lehrbuch: Lernen Sie über „die Verben mit einem untrennbaren Präfix,“ Seite 171
- Lernen Sie den Wortschatz „Das Gefühl“ und „Das Wetter,“ Seite 194-195
- Arbeitsheft: Schreiben Sie Übung E auf Seite 61 und Übung A-D, Seite 214-216
- Lernen Sie Partizipien von den Verben im Perfekt

### Donnerstag, 12. September

- Lehrbuch: Wiederholen Sie das Perfekt, Seite 164-171
- Lernen Sie den Wortschatz „Die Jahreszeiten,“ „Zeitausdrücke“ und „Andere Ausdrücke,“ Seite 195
- Lehrbuch: Schreiben Sie Aktivität 21 auf Seite 175
- Arbeitsheft: Schreiben Sie Übung G auf 62-63 und Übung E auf Seite 217-218
- Lernen Sie Partizipien von den Verben im Perfekt

### Dienstag, 17. September

- Lehrbuch: Lernen Sie „kennen“ und „wissen,“ Seite 183 und die unterordnenden Konjunktionen „dass“ und „ob,“ Seite 184
- Lernen Sie den Wortschatz „Andere Wörter“ Seite 195
- Arbeitsheft: Schreiben Sie Übung I-J auf Seite 64-65
- Lernen Sie Partizipien von den Verben im Perfekt

### **Donnerstag, 19. September**

- Lehrbuch: Lernen Sie über „die unterordnende Konjunktion ‚weil‘,“ „zu + Infinitiv“ und „Wortstellung,“ Seite 185- 188
- Wiederholen Sie den Wortschatz, Seite 194-195
- Arbeitsheft: Schreiben Sie Übung K-M auf Seite 65-6
- Schreiben Sie Übung G auf Seite 219; H-I auf Seite 220
- Schreiben Sie das Journal: die letzte Übung im Kapitel 5 vom Workbook
- Lernen Sie Partizipien von den Verben im Perfekt

### **Dienstag, 24. September – Prüfung von Kapitel 5**

- Bringen Sie Kapitel 5 Arbeitsheft, Hörverständnis (Listening Lab), Journal, Lehrbuch-Hausaufgaben, und alle Arbeitsblätter mit!

### **Donnerstag, 26. September**

- Lehrbuch: Lernen Sie über „den Dativ,“ Seite 204-206
- Lernen Sie den Wortschatz „Das Studentenleben“ und „Das Studentenzimmer,“ Seite 234
- Lesen Sie „Brennpunkt Kultur,“ Seite 202

### **Dienstag, 1. Oktober**

- Lehrbuch: Lernen Sie „Sprache im Alltag,“ Seite 201 und den Wortschatz „Das Studentenwohnheim,“ Seite 234
- Wiederholen Sie den Dativ, Seite 204-206
- Lehrbuch: Schreiben Sie Aktivität 5 (Beide Rollen), Seite 201
- Arbeitsheft: Schreiben Sie Übung B, Seite 74

### **Donnerstag, 3. Oktober**

- Lehrbuch: Wiederholen Sie den Dativ, Seite 204-206; Lesen Sie „Brennpunkt Kultur,“ Seite 210; Lernen Sie den Wortschatz „Das Einfamilienhaus“ und „In der Küche,“ Seite 234
- Lernen Sie über die Wechselpräposition „in,“ Seite 207-208
- Lernen Sie über die unterordnende Konjunktion „wenn,“ Seite 218-219
- Arbeitsheft: Schreiben Sie Übung C-D auf Seite 75-76; E-F auf Seite 76-77

### **Dienstag, 8. Oktober**

- Lehrbuch: Lernen Sie über die Dativpräpositionen, Seite 220-221
- Lernen Sie den Wortschatz „Dativpronomen“ und „Dativpräpositionen,“ Seite 235
- Schreiben Sie „Wortdetektiv“ und Übung A-D auf Seite 222-223
- Arbeitsheft: Schreiben Sie Übung I auf Seite 80-81

### **Donnerstag, 10. Oktober**

- Lehrbuch: Lernen Sie über die Dativverben, Adjektive mit dem Dativ und idiomatische Ausdrücke, Seite 224-225
- Lernen Sie den Wortschatz „Der Körperteil,-e“ und „Dativverben,“ Seite 234-235
- Lernen Sie über „Der-Wörter,“ Seite 227; Lernen Sie den Wortschatz „Andere Verben“ und „Andere Ausdrücke,“ Seite 235
- Arbeitsheft: Schreiben Sie Übung E-F auf Seite 224-225, Übung J-N auf Seite 81-83; G-I auf Seite 225-226, und R auf Seite 87-88
- Schreiben Sie das Journal („Schreiben“)

### **Dienstag, 15. Oktober – Fall Break**

### **Donnerstag, 17. Oktober – Prüfung Kapitel 7**

- Bringen Sie Kapitel 5 Arbeitsheft, Hörverständnis (Listening Lab), Journal, Lehrbuch-Hausaufgaben, und alle Arbeitsblätter mit!

### **Dienstag, 22. Oktober**

- Lernen Sie „Wo? versus Wohin? – die Wechselpräpositionen“ und „an, auf und in“ Seite 243-247 (oben)
- Wiederholen Sie den Wortschatz „Das Studentenzimmer,“ Seite 234
- Lernen Sie über die Verben „hängen/hängen, legen/liegen, sich setzen/sitzen, stellen/stehten,“ Seite 258-259
- Lernen Sie den Wortschatz „Wechselpräpositionen“ auswendig, Seite 282 und wiederholen Sie den Wortschatz „Die Stadt,“ Seite 112
- Schreiben Sie Aktivität 6 (10 Sätze), Seite 246 und Aktivität 18 (8 Sätze), Seite 259



#### **Donnerstag, 24. Oktober**

- Lehrbuch: Wiederholen Sie Wohin? und Wo? mit den Wechselpräpositionen, Seite 243-247 und lernen Sie über „an, auf und in – Wo gehst du gern hin?“ und „Wo macht man das in der Stadt?“, Seite 247-250
- Lernen Sie den Wortschatz „Wo gehst du gern hin?“ und „Wo macht man das in der Stadt?“ auswendig, Seite 282
- Schreiben Sie Aktivität 7, Seite 248 und Aktivität 9, Seite 251
- Lehrbuch: Lesen Sie „Brennpunkt Kultur,“ Seite 251
- Arbeitsheft: Schreiben Sie Übung C und D, Seite 90-91

#### **Dienstag, 29. Oktober**

- Lehrbuch: Lesen Sie „Brennpunkt Kultur,“ Seite 243 und 254
- Schreiben Sie Aktivität 13, Seite 255 (oben)
- Lernen Sie „Wegbeschreibungen und ‚hin‘ und ‚her‘,“ Seite 255-256 und „Mit den Transportmitteln,“ Seite 272-274 (oben)
- Lernen Sie den Wortschatz „Literatur und Film,“ und „Verkehrsmittel“ auswendig, Seite 282
- Arbeitsheft: Schreiben Sie Übung K, Seite 97-98

#### **Donnerstag, 31. Oktober**

- Lehrbuch: Lernen Sie „Zeitausdrücke – in/im, am, vor,“ Seite 269-270 und lernen Sie über die Konjunktion ‚damit‘,“ Seite 277
- Wiederholen Sie „weil,“ Seite 186; Lernen Sie den Wortschatz „Auf der Post“ „Beim Einkaufen“, „Auf der Bank“ und „Andere Verben“ auswendig, Seite 283
- Lernen Sie über die Wortstellung, Seite 274
- Arbeitsheft: Schreiben Sie Übung J, Seite 96 und Übung E-H (Von „G“ machen Sie nur #1-11), Seite 230- 233, H, L und O, Seite 94, 98, 100
- Schreiben Sie das Journal („Schreiben“)

#### **Dienstag, 5. November – Prüfung von Kapitel 6**

- Bringen Sie Kapitel 5 Arbeitsheft, Hörverständnis (Listening Lab), Journal, Lehrbuch-Hausaufgaben, und alle Arbeitsblätter mit!

#### **Donnerstag, 7. November**

- Lehrbuch: Lernen Sie „Reflexivverben und ihre Pronomen,“ Seite 291-293
- Lernen Sie den Wortschatz „Die tägliche Routine“ und „Im Badezimmer und auf der Toilette,“ Seite 329
- Lehrbuch: Schreiben Sie Aktivität 8, Seite 293

#### **Dienstag, 12. November**

- Lehrbuch: Lernen Sie „Reflexivverben und ihre Pronomen im Dativ,“ Seite 296-297
- Wiederholen Sie den Wortschatz „Die tägliche Routine“ und „Im Badezimmer und auf der Toilette,“ Seite 329
- Lernen Sie den Wortschatz „Zeitausdrücke,“ Seite 330
- Arbeitsheft: Schreiben Sie Übung D, F-H, Seite 105-106

#### **Donnerstag, 14. November**

- Lehrbuch: Lernen Sie „Krank sein,“ Seite 299-300
- Lernen Sie den Wortschatz „Krank sein“ und „Andere Verben“ auswendig, Seite 329-330
- Schreiben Sie den Satzdetektiv, Seite 286
- Lesen Sie und hören Sie dem Anlauttext einmal zu, S.286-7
- Arbeitsheft: Schreiben Sie Übung F-G, Seite 238

#### **Dienstag, 19. November**

- Lehrbuch: Lernen Sie „das Futur,“ Seite 313-314 und „werden + wohl,“ Seite 316
- Schreiben Sie Aktivität 39, Seite 315
- Arbeitsheft: Schreiben Sie Übung I, Seite 107; A-C, Seite 103-104, Übung O-Q, Seite 113-114

#### **Donnerstag, 21. November**

- Lehrbuch: Lernen Sie über „Da- und Wo-Komposita,“ S. 321
- Lernen Sie den Wortschatz „Adjektive + Adverbien,“ „Andere Wörter“ und „Andere Ausdrücke“ auswendig, S. 330

#### **Dienstag, 26. November – Prüfung von Kapitel 8**

- Bringen Sie Kapitel 5 Arbeitsheft, Hörverständnis (Listening Lab), Journal, Lehrbuch-Hausaufgaben, und alle Arbeitsblätter mit!