

Thomas und Mia verbringen den Tag zusammen. Was machen sie?



Beschreiben Sie den Tag. Was für Freunde sind die beiden? Was bedeutet ihnen die Wörter "Freund" und "Freundschaft"?

Nehmen Sie eine Audioaufnahme auf, in dem Sie die Geschichte von Thomas und Mia erzählen.

Schritte

- Denken Sie darüber nach, wie den Tag mit den beiden Freunden aussieht.
- Skizzieren und Notizen machen. Schreibt eure Notizen und den Text in dein Hausaufgabenheft ein.
- Vorlesen! Üben, üben, üben!
- Eine Freundin oder einen Freund fragen, ob sie/er/they deine Geschichte hören würde, und dir Feedback geben würde.
- Machen Sie eine Audioaufnahme.
- [Speichern Sie die Audioaufnahme in unserer Mappe.](#)

Kleinigkeiten

1. Use the grammar and vocab from *Einheit 2: Das Zusammensein*.
2. Some of your sentences will be in the present tense describe their relationship as friends; this Einheit provides lots of examples of what qualities friends have and what they do for and with each other. Some of your sentences will be about what Thomas and Mia *have done* in the story you see in the pictures above. The story you tell about their day will be in the perfect tense. So your text has two parts.
3. Concentrate in particular on the following, and check the box once you've ensured you've addressed each point:
 - Pay attention to the word order in each sentence (for example, where do the verbs go in the present tense and in the *Perfekt*?).
 - Ensure that you are conjugating the verbs you're using appropriately: there are irregular verbs and vowel-stem change verbs to look out for!
 - When using *der*-words, possessive adjectives (*ein*-words), pay extra attention to case and gender.
 - Use the correct conjugation of the simple past of *haben*, *sein*, and *werden*.
 - Finally, in *Perfekt*, ensure that you are using the correct Hilfsverb (*haben* oder *sein*) and the correct *Partizip II*. (Though the story should be told in the **present tense**, you should try to include reference to the **past** once or twice. Z. B. Thomas und Mia essen zusammen zu Mittag. Letzte Woche **haben** sie Fisch **gegessen**, aber diese Woche **essen** sie Hamburgers.)
 - your text will be about 100 words or so, 8 – 10 sentences
4. Use lots of adjectives to describe the friendship between Thomas and Mia. Review the use of the *Komparativ* and *Superlativ* as necessary.
5. *Take time to write notes, practice your story, get the pronunciation right, and check off the above grammar points. Use the structures and vocabulary modeled in the interviews and reading examples in this unit. Write your clean text in your Hausaufgabenheft. Find a classmate and compare your texts. Share tips and ideas! Then practice reading out loud to each other. Have your friends listen to it and give feedback! DO NOT USE TRANSLATION SITES LIKE GOOGLE TRANSLATE. You want to see how well you can*

do this relying on our textbook and your learning.

This work is pledged, and using these sites is not only a violation of that pledge, it also inhibits your learning.

6. Save a photo of your written text in our common Mappe and also save your recording in our common [Mappe](#) using these naming conventions:

LastNameFirstnameTEXTFP102.1 and **LastNameFirstnameAUDIOFP102.1** Do this before 10pm Sunday night.

Now have a look at these Can-Do Statements below. Reflect on how far your German has come! Be honest with yourself; highlight items that you find particularly difficult at this time. (No need to upload this. This self-assessment is for you. From your work in this first review you can see where you are in your progress and where you need to do more work.

Can-Do Statements

General [ACTFL Can-Do Statements](#) for Intermediate-Low to Intermediate-Mid

- I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can understand the main idea and key information in short straightforward informational and fictional texts and in short conversations.
- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.
- I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.

Reading/Writing

- I can read and write about topics such as friendship and family time, including the value of friendship and what qualities are important in a friend, how time is spent with family and friends, etc.

- I can read and write short, personal texts about people in Austria and Germany.

Speaking/Listening

- I can understand conversations about time spent with family and friends and what activities people participate in with their family and friends.
- I can participate in conversations about family and friends and free time, and narrate ways in which I spend my time with family and friends.
- I can participate in conversations about the value of friendship and what qualities are important in a friend.

Intercultural Understanding

- I can explain the difference between an acquaintance and a friend, and I understand how those definitions may differ from culture to culture.
- I can compare and contrast how I spend time with my family with how some people in Germany and Austria spend time with their families.