



# Level A2



**Legend:** Topics for the day – Homework – Revision – Game – Backup Exercises

Day	Lesson	Topics	Time	Comment
Level A2.1 - Week 1				
<b>Note</b>	ADMIN ONLY - INT5 - In Hamburg war es sehr windig, 126-INT1 - Notrufe: Im Notfall richtig handeln, 128-Z1 - Krankmeldungen in Deutschland INT72 - Wollen wir am Freitag shoppen gehen? INT207 - Warum willst du eigentlich Polizist werden? INT94 - Amin möchte Kfz-Mechatroniker werden.			
<b>1</b>	<b>Introduction and Software Overview</b>		20 mins	
	<b>Revision of A1</b>		70 mins	Topics of A1 - Alphabet, Zahlen, W- Frage und Aussagesatz, Satzfrage, Konjugation, Verben im Präsens, Artikel im Singular und Plural, Pluralbildung, Monate und Jahreszeiten, Adjektivdeklinaton im Nominativ, Akkusativ (Personalpronomen, Adjektivdeklinaton, Präposition und Verben), Dativ (Personalpronomen, Adjektivdeklinaton, Präposition und Verben) Possessivpronomen, Uhrzeit, Modalverben, Trennbare Verben, Satzstellung der Objekte, Wechselpräpositionen, Lokale und Temporale Präpositionen, Ordnungszahlen, Perfekt, Präteritum, Höflichkeit in der Vergangenheit, Pronomen "man", Demonstrativpronomen, Interrogativpronomen Imperativ
<b>2</b>	<b>132 - Pronomen "es"</b>	Pronomen "es"	20 mins	
	<b>133 - Pronomen es (Übung)</b>		10 mins	
	<b>134 - Das Wetter</b> <b>135 - Das Wetter (Übung)</b> <b>135-Z1 - Die aktuelle Wetterlage</b> <b>INT154 - In Hamburg war es sehr windig.</b>	Wetter	50 mins	
	<b>Kartenspiel Entscheidungsfragen</b>		extra	
	<b>No homework</b>			
<b>3</b>	<b>136 - Zeitadverbien</b>	Zeitadverbien	10 mins	
	<b>137 - Zeitadverbien (Übung)</b> <b>138 - Zeitadverbien (Übung)</b>		30 mins	



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	126-INT1 - Notrufe: Im Notfall richtig handeln 128-Z1 - Krankmeldungen in Deutschland		40 mins	
	Kartenspiel Entscheidungsfragen		extra	
	No homework			
4	142 - Temporalsätze mit „wenn“ 143 - Temporalsätze mit „wenn“ (Übung) 144 - Temporalsätze mit „wenn“ (Übung) 146 - Temporalsätze mit „wenn“ (Übung) 159-Z1 - Laura und Akira machen einen „Mädelstrip“	Temporalsätze mit „wenn“	20 mins   60 mins	
	Kartenspiel Konjunktiv II - Konditionalsätze 2 - Ask the students to answer with modalverb instead of konjuntiv		extra	
	No homework			
5	145 - Das Verb „werden“ INT72 - Wollen wir am Freitag shoppen gehen? INT94 - Amin möchte Kfz-Mechatroniker werden.	Das Verb „werden“	20 mins  60 mins	
	Drehrad Aussprache 1 (schwierige Wörter)		extra	

## Level A2.1 - Week 2

<b>Note</b>	ADMIN ONLY - INT198 - Auf zum Sommerfest! INT111 - Hanane ist ein bisschen zu spät, INT125 - Mina trifft sich mit Laura und Feben, INT199 - Helen und Lars bauen eine Sandburg.		
1	147 - Verben mit Präposition	Verben mit Präposition	15 mins



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Day	Lesson	Topics	Time	Comment
	148 - Verben mit Präpositionen (Übung)		30 mins	
	149 - Verben mit Präposition (Übung)			
	INT198 - Auf zum Sommerfest!		40 mins	
	Training - Präpositionen		extra	
	Training - Präpositionen			
	150 - W-Fragen mit Präpositionen	W-Fragen mit Präpositionen	15 mins	
2	151 - W-Fragen mit Präpositionen (Übung)		30 mins	
	152 - W-Fragen mit Präpositionen (Übung)			
	153 - Verneinungen mit „nicht“	Verneinungen	15 mins	
	154 - Verneinungen (Übung)		20 mins	
	INT111 - Hanane ist ein bisschen zu spät.		extra	
	155 - Verneinungen (Übung)			
3	156 - Reflexive Verben	Reflexive Verben	20 mins	
	157 - Reflexive Verben (Übung)			
	158 - Reflexive Verben (Übung)			
	159 - Reflexive Verben (Übung)		65 mins	
	INT125 - Mina trifft sich mit Laura und Feben.			
	Training - Verben		extra	
4	Training - Verben			
	160 - Reflexive Verben mit Präpositionen	Reflexive Verben mit Präpositionen	20 mins	
	161 - Reflexive Verben mit Präpositionen (Übung)		30 mins	
	162 - Reflexive Verben mit Präpositionen (Übung)			
	INT199 - Helen und Lars bauen eine Sandburg.		30 mins	



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Day	Lesson	Topics	Time	Comment
	Drehrad Aussprache 2 (schwierige Wörter)		extra	
	Training - Präpositionen			
5	163 - Kausalsätze mit „weil“	Kausalsätze mit „weil“	15 mins	
	164 - Kausalsätze mit „weil“ (Übung)		40 mins	
	165 - Kausalsätze mit „weil“ (Übung)			
	171 - Kausalsätze mit „weil“ (Übung)			
	171-Z1 - Kausalsätze mit „da“ (Übung)	Kausalsätze mit „da“	25 mins	
	171-Z2 - Kausalsätze mit „da“ (Übung)			
	Drehrad Aussprache 3 (schwierige Wörter)		extra	
	Training - Nebensätze			

## Level A2.1 - Week 3

Note	ADMIN ONLY - INT198 - Auf zum Sommerfest! INT111 - Hanane ist ein bisschen zu spät, INT125 - Mina trifft sich mit Laura und Feben, INT199 - Helen und Lars bauen eine Sandburg.			
1	172 - Superlativ	Superlativ	10 mins	
	173 - Superlativ (Übung)		15 mins	
	174 - Indefinitpronomen „jeder, jede, jedes“	Indefinitpronomen	10 mins	
	175 - „jeder, jede, jedes“ (Übung)		30 mins	
	176 - Gewohnheiten			
	177 - „jeder, jede, jedes“ (Übung)			
	INT215 - Machst du jeden Tag Sport?		20 mins	
	Training - Superlativ		extra	
	Training - Superlativ			
2	178 - Indirekte Rede	Indirekte Rede	15 mins	
	179 - Indirekte Rede (Übung)		20 mins	
	180 - Indirekte Rede (Übung)			
	181 - „dass“-Sätze	„dass“-Sätze	10 mins	



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Day	Lesson	Topics	Time	Comment
	182 - „dass“-Sätze (Übung)		15 mins	
	183 - „dass“-Sätze (Übung)			
	INT208 - Sei kein Spielverderber!		25 mins	
	Training - Indirekte Rede		extra	
	Training - Indirekte Rede			
3	184 - Das deutsche Schulsystem	Das deutsche Schulsystem	40 mins	
	184-Z1 - Stundenpläne in der Schule		40 mins	
	Kartenspiel Reise - Länder		extra	
	No homework			
4	185 - Schulzeit in Deutschland	Schulzeit in Deutschland	40 mins	
	186 - Schulzeit in Deutschland		15 mins	
	186-INT1 - Beim Elternabend		30 mins	
	Kartenspiel Reise - Länder		extra	
	No homework			
5	187 - Weihnachten in Deutschland	Weihnachten in Deutschland	20 mins	
	187-Z1 - Übungen zur Weihnachtszeit		30 mins	
	188 - Weihnachten in Deutschland		30 mins	
	Kartenspiel Reise - Länder		extra	
	No homework			

## Level A2.1 - Week 4

1	168 - Comparative and comparisons	Comparative	10 Min.	Explanation and introduction to the comparative and to comparisons with "als (than)" and "wie (as)"
	169 - Comparative and comparisons - exercise I		10 Min.	Students will practise the comparative and the comparison with "als".
	170 - Comparative and comparisons - exercise II		Homework	This exercise is suitable as homework, as it not only reviews what has been learned, but also requires the students to apply it more freely.



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**Legend:** Topics for the day – Homework – Revision – Game – Backup Exercises

Day	Lesson	Topics	Time	Comment
	<b>INT243 - What insurance do I actually need?</b>	Insurance in Germany	50 Min.	The comprehensive insurance system in Germany is unknown to the average Filipino student. But it is very important for him or her, who will later live in Germany, to know about this aspect of German life as well. With exercise 3, he or she will also practice the comparative.
	<b>190 - Indirect questions and uncertainty</b>	Indirect questions	10 Min.	Explanation and introduction to indirect questions.
	<b>192 - Indirect questions and uncertainty - exercise II</b>		10 Min.	The theory is often not so difficult, but the practical application is. Therefore, the students need to practise well what they have learned. In this exercise, they will also review sentence structure.
	<b>191 - Indirect questions and uncertainty - exercise I</b>		Homework	This exercise should be suitable as homework, as it reviews what has been learned. The students should definitely also review the indirect questions at home and practise them in order to increase mastery.
<b>2</b>	<b>Homework correction and review</b>		15 Min.	Of course, the lesson should begin with the correction of the homework and the review of the material already learned in order to consolidate what has already been learned or to correct what has been learned incorrectly.
	<b>INT 307 – He asks me if I want to have a Coke.</b>	Indirect yes/no question	35 Min.	The indirect question naturally also includes the indirect yes/no question, which is built with "ob (if)".
	<b>INT 308 - She asks if I have already seen the movie.</b>		35 Min.	This lesson reviews the indirect question in its entirety. Both the W-question and the yes/no question.
<b>3</b>	<b>Review of what has already been learned</b>		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	<b>INT237 - What do you want to do when you are thirty?</b>	Conditional and temporal clauses with "wenn (when)"	20 Min.	The students have already learned about temporal clauses with "wenn". However, they should also know that conditional clauses can also be built with "wenn". This lesson will teach them about that, exercise 4 they should do as homework.



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Day	Lesson	Topics	Time	Comment
4	<b>INT238 - Grandma always bakes a cake when she has time.</b>	Conditional and temporal clauses, sentence structure	20 Min.	The fact that you can also start a sentence in German with a subordinate clause should be clear to the students by now, but it is certainly a good idea to review it again. However, since they have not (yet) learned the pronominal adverbs, it is advisable to skip exercise 3.
	<b>INT310 - Armin and Sophie are watching the people.</b>	Adjective endings (Definite article)	35 Min.	The adjective endings are often a "nightmare" for the students. Therefore, it is all the more important to explain it well to them and to practise it intensively. This lesson should be a good introduction to the topic.
	<b>Review of what has already been learned</b>		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	<b>INT311 - The nice woman is eating an ice cream.</b>	Adjective endings (Definite article)	50 Min.	Review and consolidation of adjective endings.
5	<b>INT312 - The tall man is very funny.</b>		30 Min.	Exercises 4 and 5 are optional.
	<b>Review of what has already been learned.</b>		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	<b>INT314 - The lifeguard is helping a small child.</b>	Adjective endings (Indefinite article).	25 Min.	Introduction to the adjective endings that follow the indefinite article. Exercises 1-3 can be omitted.
	<b>INT315 - We buy a big backpack.</b>	Adjective endings (Indefinite article).	45 Min.	The adjective endings that follow the indefinite article also need to be practised well. This lesson should help with that. Exercise 4 is optional.

## Level A2.2 - Week 5

1	<b>Review of what has already been learned</b>		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
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Day	Lesson	Topics	Time	Comment
	193 - Directions and public transport	Directions	20 Min.	Explanation and introduction to directions. Important: The students should NOT solve the exercise individually, but first together, with the help of the teacher. Experience shows that the average student (especially if he or she is not yet 30 years old) hardly ever has to give directions, even in his or her mother tongue (thanks to smartphones and Google Maps). Accordingly, one should not underestimate the difficulties here!
	195 – Wegbeschreibungen und öffentlicher Nahverkehr (Übung)		25 Min.	Auch diese Aufgabe sollten die Schüler (es sei denn, sie hatten in der vorherigen keine Schwierigkeiten) eher in Partner- oder Gruppenarbeit erledigen. Bei lernschwachen Gruppen empfiehlt sich hier auch die gemeinsame Arbeit mit Hilfe des Lehrers.
	196 - Directions and public transport (exercise)		25 Min.	Manila has (officially) 12.5 million inhabitants and just three (!) metro lines. There are no rapid transit systems and no trams. The local bus lines have a starting point and an end point, but no fixed stations (they stop wherever possible when needed), not to mention a timetable. The average Filipino student will therefore be overwhelmed by Berlin's public transport timetable at first (especially if they have never been abroad before). It is therefore absolutely necessary to explain this concept to him or her and also to practise exercise 1 together with him or her as a teacher. The first two to three sub-tasks of exercise 1 can be practised in writing, the others then (if the students do not have too much difficulty) orally. However, they should definitely be done in class, with the involvement of the teacher. Exercises 2 and 3 can be given as homework or extra, exercise 4 should be done individually by the students.
	194 – Directions and public transport (exercise)		Homework	This exercise should be suitable as homework, as it reviews what has been learned. The students should definitely also review directions at home and practise them in order to increase mastery.





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2	<b>Homework correction and review</b>		15 Min.	Of course, the lesson should begin with the correction of the homework and the review of the material already learned in order to consolidate what has already been learned or to correct what has been learned incorrectly.
	<b>INT296 - I would like to buy a ticket to Usedom.</b>	Travelling by train in Germany	50 Min.	In the Philippines, there are very few trains; in Germany, it is impossible to imagine public life without the railway. Since students will certainly use the train from time to time in the future (and, because the topic "traffic" is quite popular in the exams), they should at least have dealt with it theoretically before.
	<b>198-Z1 Station announcements</b>	Exam preparation	20 Min.	During the exam, students regularly have to deal with announcements you hear at the airport or at the train station. It is therefore very important that they are well prepared.
3	<b>Review of what has already been learned</b>		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	<b>INT297 - My train is cancelled.</b>		40 Min.	In the past, Deutsche Bahn may have had quite a good reputation, but now it is unfortunately commonplace for trains to be considerably delayed or even cancelled altogether. This is of course not very pleasant, but nevertheless a reality. Such things are advertised by means of announcements and these are also very popular during exams. Therefore, it is all the more necessary to expose the students to this as well.
	<b>202 - Giving advice with "sollte (should)"</b>	Subjunctive II	10 Min.	Explanation and introduction to the subjunctive II.
	<b>209 - Giving advice with "sollte" (exercise III)</b>		10 Min.	The students should work through this exercise together with their teacher. This way they can take their first steps (under supervision) in the subjunctive II. This will reduce the risk of them learning it incorrectly and increase the likelihood that they will apply and use the subjunctive II



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Day	Lesson	Topics	Time	Comment
4	204 - Giving advice with "sollte" (exercise II)		20 Min.	This exercise could be suitable for partner or group work. The partners or the group will read the texts together, identify the problem and discuss what advice they can give to Mamadou and Pablo. Then they will write it together, the teacher will correct it.
	203 - Giving advice with "sollte" (exercise I)		Homework	It is important that the students also deal with this topic again at home and that they do this on their own. This exercise should be suitable for that.
	Review of what has already been learned		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	210 - Conjunctive adverbs	Conjunctive adverbs	15 Min.	Introduction and explanation to conjunctive adverbs.
	212 - AT1 - Gabriela's week - Monday		35 Min.	Active and passive mastery of conjunctive adverbs is an important step in reaching language level A2. Experience shows that the average student needs a lot of practice before he or she can master them to a certain degree. In the introductory text, students "only" have to recognise the given conjunctive adverbs. They can do this, as well as exercise 4, together with the teacher. Exercise 1 is suitable for group or partner work, exercise 2 as homework.
	211 - Conjunctive adverbs - exercise I		15 Min.	One exercise will hardly be enough. Depending on how well the students do, this exercise can be done either together with the teacher, or in group or partner work.
5	212 - Conjunctive adverbs - exercise II		Homework	This exercise is suitable as homework, as the students do not "only" have to match the correct sentences, but also have to complete other sentences individually in a meaningful way.
	Homework correction and review		15 Min.	Of course, the lesson should begin with the correction of the homework and the review of the material already learned in order to consolidate what has already been learned or to correct what has been learned incorrectly.
	212 - AT2 - Gabriela's week - Tuesday	Reading comprehension, vocabulary	50 Min. Homework	The introductory text can be read and worked on in class, exercises 1-3 as partner or group work. Exercise 4 is suitable as homework.



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Day	Lesson	Topics	Time	Comment
	<b>212 - AT3 - Gabriela's week - Wednesday</b>	Reading comprehension, vocabulary	20 Min. (Introductory text and exercise I)	The introductory text and the following exercise 1 can also be done in partner or group work (depending on how well the students do).

## Level A2.2 - Week 6

<b>1</b>	<b>Homework correction and review</b>		15 Min.	Of course, the lesson should begin with the correction of the homework and the review of the material already learned in order to consolidate what has already been learned or to correct what has been learned incorrectly.
	<b>212 - AT3 - Gabriela's week - Wednesday</b>	Reading comprehension, vocabulary	25 Min. (Aufgaben 2 - 4)	In partner or group work. Exercise 4 should be done orally. Those of the students who already have experience abroad can tell their classmates who do not yet have this experience.
	<b>212 - AT4 - Gabriela's week - Thursday</b>	Listening comprehension, vocabulary	35 Min.	The difficulty of listening comprehension should not be underestimated. Unlike people who learn German in a German-speaking country, the average Filipino student is only exposed to the language in German classes. Therefore, his or her listening comprehension and vocabulary are developing relatively slowly.
<b>2</b>	<b>Review of what has already been learned</b>		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	<b>212 - AT5 - Gabriela's week - Friday</b>	Reading, writing, and listening comprehension - conjunctive adverbs	80 Min.	Exercise 1 should be done in partner or group work.
<b>3</b>	<b>Review of what has already been learned</b>		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	<b>212 - AT6 - Gabriela's week - Saturday</b>	Reading comprehension, vocabulary, dass-clauses	45 Min.	Exercise 2 can be omitted (if the group is not interested in cooking), exercise 5 is suitable as homework.
	<b>212 - AT7 - Gabriela's week - Sunday</b>	Reading comprehension	35 Min. Homework	Exercise 4 is suitable as homework.



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Day	Lesson	Topics	Time	Comment
4	<b>Homework correction and review</b>		15 Min.	Of course, the lesson should begin with the correction of the homework and the review of the material already learned in order to consolidate what has already been learned or to correct what has been learned incorrectly.
	<b>214 - Ask for something with "könnte (could)"</b>	Subjunctive II - polite request	10 Min.	Introduction to the polite request using the subjunctive II.
	<b>215 - Ask for something with "könnte" (exercise)</b>		15 Min.	Normally, it is quite easy for the average student to formulate a polite request using the subjunctive II. Nevertheless, it will not work without practice (translating the sentences is optional).
	<b>216 - Ask for something with "könnte" (exercise II)</b>		Homework	This exercise should be suitable as homework, as it reviews what has been learned and thus increases the chances of long-term learning success.
	<b>220 - Interrogative pronouns "Was für ein (what kind of)"</b>	Interrogative pronouns	10 Min.	Introduction and explanation to interrogative pronouns.
	<b>221 - Interrogative pronouns "Was für ein" (exercise)</b>		15 Min.	The average student often finds the difficulty in recognising the correct case. The cases may therefore need to be reviewed.
	<b>222 - Interrogative pronouns "Was für ein" (exercise II)</b>		Homework	This exercise should be suitable as homework, as it reviews what has been learned and thus increases the chances of long-term learning success.
	<b>223 - Indefinite pronouns</b>	Indefinite pronouns	15 Min.	Introduction and explanation to indefinite pronouns.
5	<b>Homework correction and review</b>		15 Min.	Of course, the lesson should begin with the correction of the homework and the review of the material already learned in order to consolidate what has already been learned or to correct what has been learned incorrectly.
	<b>INT259 - I had to get used to that.</b>	Interrogative pronouns	40 Min.	It is certainly a good idea for the students to practice the interrogative pronouns again the next day. Especially if they had difficulties. If several students had major problems, it is advisable to do these exercises with the whole class. Otherwise, pair or group work would be suitable. Exercise 5 may be omitted.



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	224 - Indefinite pronouns (exercise)	Indefinite pronouns	20 Min.	The indefinite pronouns have already been introduced, now it's time to use them. For the time being, only for persons.
	225 - Indefinite pronouns (exercise II)		15 Min.	And now for things.

## Level A2.2 - Week 7

1	Review of what has already been learned		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	226 - Expressing wishes with "würde (would)"	Wishes - subjunctive II	5 Min.	Explanation and introduction to the topic "expressing wishes" using the subjunctive II.
	227 - Expressing wishes with "würde" (exercise)		15 Min.	Normally, it is quite easy for the average student to express wishes using the subjunctive II. Nevertheless, it will not work without practice.
	INT339 - Are you active on social media?	Subjunctive II	30 Min.	Social media is a popular exam topic, which can be an advantage for the average Filipino student as they are usually quite active there. But of course, it will be easier for him or her to deal with this topic in the exam if he or she has already been exposed to it in class. Exercise 3 is suitable as homework.
	INT341 - I would like to be a real influencer.		30 Min.	A good overall mastery of the subjunctive II is essential for A2 level. "Haben (to have)" and "sein (to be)" are often also used in the subjunctive II, so students need to master this aspect as well. Exercise 2 (the hashtags) can be omitted.
2	Review of what has already been learned		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	INT344 - They talk about their media consumption	Subjunctive II - Wishes, dreams and fantasies	30 Min.	This lesson is suitable both for reviewing what has been learned and for teaching the students that the subjunctive II is also used in German for wishes, dreams and fantasies. It is essential that the teacher points this out! The exercises themselves can be done individually (depending on how the class is doing), in pairs or groups, or together in class.



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Day	Lesson	Topics	Time	Comment
3	228 - Relative clauses	Relative clauses	15 Min.	Introduction and explanation to relative clauses. This aspect of German grammar is often a challenge, sometimes a considerable one, for the average student. In particular, recognising the correct relative pronoun, or more precisely which case to use, tends to be a huge obstacle. Therefore, it is even more important that the teacher takes his or her time and explains this topic calmly (even several times - it is all too often necessary). At worst, the determination of the case must be reviewed again!
	229 - Relative clauses (exercise I)		20 Min.	This is a good introductory exercise because the relative clauses are clearly separated by case, making it easier for the students to develop confidence in using them.
	Review of what has already been learned		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	231 - Relative clauses (exercise III)	Relative clauses	20 Min.	The students now have to convert relative clauses into main clauses (under supervision and with the help of the teacher) as well as form relative clauses themselves.
	230 - Relative clauses (exercise II)		Homework	This exercise should be suitable as homework, as the students have to think independently and apply what they have learned.
	234 - Final clauses with "damit (so that)" and "um...zu (in order to)".	Final clauses	10 Min.	Explanation and introduction to final clauses.
	235 - Final clauses (exercise I)		15 Min.	The concept of final clauses is usually not too difficult to understand for the average student. It is usually more difficult for him or her to recognise whether there is a coreference of subject, i.e., whether he or she can use "um...zu" or not. And this is exactly why this exercise should definitely be done in class!
	236 - Final clauses (exercise II)		Homework	This exercise should be suitable as homework, as it reviews what has been learned and thus increases the chances of long-term learning success.



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4	INT277 - I am doing the ... in order to learn German		30 Min.	Here, "um...zu" is reviewed again, also auditory (exercise 2) and in sentence structure (exercise 3). Exercise 4 is optional.
	Homework correction and review		15 Min.	Of course, the lesson should begin with the correction of the homework and the review of the material already learned in order to consolidate what has already been learned or to correct what has been learned incorrectly.
	INT278 - I am saving money so that they can study.		50 Min.	Recognising whether to use "um...zu" or "damit" is essential for the students to master the final clauses well. This lesson focuses precisely on giving them the knowledge they need to do this.
5	INT284 - What about your cooking skills? Exercise 4		10 Min.	In this lesson, exercise 4 is particularly important. Students must be able to distinguish between a modal and a final clause and use both correctly. The teacher should therefore make them aware of the difference again and let them practise this with the help of exercise 4.
	Review of what has already been learned		20 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	INT203 - How was your exam?		45 Min.	In this lesson, students will learn the preterit forms of modal verbs.
	INT207 - Why do you want to be a policeman?		25 Min.	Only exercise 3, 4, and 5

## Level A2.2 - Week 8

1	Homework correction and review		15 Min.	Of course, the lesson should begin with the correction of the homework and the review of the material already learned in order to consolidate what has already been learned or to correct what has been learned incorrectly.
	241 - Preterit	Preterit	10 Min.	Introduction and explanation to the preterit for strong and weak verbs.



# Level A2



**Legend:** Topics for the day – Homework – Revision – Game – Backup Exercises

Day	Lesson	Topics	Time	Comment
2	242 - Preterit (exercise I)		15 Min.	The regular forms are not very challenging for the average student, so they can also do this exercise in partner or group work. However, it is difficult for many to know whether they are dealing with a regular or irregular form.
	243 - Preterit (exercise II)		25 Min.	The irregular forms are more difficult, so it is advisable to solve this exercise together in class.
	244 - Preterit (exercise III)		25 Min.	The Grimm's fairy tales are an inseparable part of German culture and (since their rediscovery by Walt Disney) are also known and popular worldwide. However, more important than cultural mediation here is that the fairy tale "Sleeping Beauty" (modified here) is well suited for practising the preterit.
	Review of what has already been learned.		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	245 - Passive voice	Processual passive	10 Min.	Explanation and introduction to the processual passive.
	246 - Passive voice (exercise I)		10 Min.	Even though the processual passive in the present tense is not extremely difficult, it needs to be practised.
	INT354 - Protective clothing must be worn at all times.		15 Min.	Exercises 4 and 5 are particularly important here, as the students not only review the "normal" processual passive in the present tense, but also learn about the processual passive in the present tense with modal verbs.
	INT380 - The light is switched off by the woman		40 Min.	The accusative object in the active voice becomes the subject in the nominative case in the passive voice! The students have to learn that as well. Exercises 1 and 5 in particular should help them to do so. Exercise 1 should be done together, exercise 5 (if there were no major problems with exercise 1) can be done in partner or group work. The same applies to exercises 3 and 4, in which the "normal" processual passive in the present tense (exercise 3) and the sentence structure (exercise 4) are reviewed.





# Level A2



**Legend:** Topics for the day – Homework – Revision – Game – Backup Exercises

Day	Lesson	Topics	Time	Comment
3	Review of what has already been learned.		10 Min.	Of course, the review should not be done as a short summary by the teacher, but with the involvement and active participation of the students.
	247 - Passive voice (exercise II)		20 Min.	Attention! This exercise also requires the passive voice in the preterit and the passive voice in the perfect tense! These forms have not yet been introduced! Therefore, the teacher has to either explain them or guide the students in their "discovery"! Here it is also advisable to point out to the students once again their own training possibilities on Deutschfuchs (also with the passive voice)! See also exercise 247-Z2, which summarises the construction of the different passive forms.
	247-Z2 Processual and statal passive	Statal passive	10 Min.	Review of the processual passive forms, introduction and explanation to the statal passive.
	247-Z3 Processual and statal passive (exercise I)		30 Min.	Students must be able to distinguish between the processual and the statal passive and use them correctly. This exercise will help them to do so.
	247-Z4 Processual and statal passive (exercise II)		20 Min. Homework	The first two exercises should be done in class, while exercise 3 should be done as homework.
4	Review of what has already been learned.			
5	Review of what has already been learned.			
End of Level A2				