**Deutsch 2 Kapitel 3 Summary**

**Schon Bekannt:**

1. Students will review the dative case with two-way prepositions.
2. Students will review basic past tense rules.

**Reporting past events:**

1. Was hast du in den Ferien gemacht?
2. Ich habe meine Tante in Frankfurt besucht.
3. Ich habe den Dom besichtigt und bin oft durch die Stadt spaziert.
4. Was hat Sebstian in Tirol gemacht?
5. Er hat in St.Ulrich gewohnt. Er ist dort viel gewandert, und er hat gefilmt und fotografiert.

**Reporting about past events and talking about places:**

1. Wo bist du gewesen?
2. Ich bin in Frankfurt gewesen.
3. Ich war dort im Römer— das ist das Rathaus.
4. Zuerst war ich in der Stadt. Ich war mit Robert im Kino. Danach waren wir im Café Mozart und habe dort ein Eis gegessen.

**Asking how someone liked something:**

1. Wie war’s?
2. Wie hat dir Dresden gefallen?
3. Wie hat es dir gefallen?
4. Hat es dir gefallen?

Responding positively:

1. Phantastisch!
2. Es war echt super!
3. Es hat mir gut gefallen!
4. Wahnsinnig gut!

Responding negatively:

1. Naja, soso!
2. Nicht besonders
3. Es hat mir nicht gut gefallen.
4. Es was furtchbar.

The other person responding to the answer with enthusiasm:

1. Na, prima!
2. Ja, spitze!
3. Das freut mich!

The other person responding to the answer with sympathy:

1. Schade!
2. Tut mir Leid!
3. Das tut mir aber Leid!

**Grammar**:

1. Students will further develop their knowledge and understanding of the conversational past. (S. 67 is a good reference page for this Kapitel!)
2. Students will continue using the narrative past of haben.
3. Students will continue using the narrative past of sein.
4. Students will develop an understanding of using in the dative case with the prepositions *in* and *an*.
5. Students will learn about the dative case and its applications.
6. Reinforce the German word order rule of Time/Manner/Place. (*Ich bin gestern mit dem Bus zur Schule gekommen*.)

**Geography**:

1. Students will gain an understanding of the history and significance of Frankfurt.
2. Students will explore the landmarks of Frankfurt.
3. Students will explore the history of Dresden.
4. Students will learn about the architecture of Dresden.
5. The students will learn about outdoor activities in St. Ulrich, Austria.

**Culture**:

1. Students will explore the variety of ways Germans spend their vacation.
2. Students will explore the many options for traveling for dining and where to spend the night.

**Kapitel 3 Essentials**:

1. Students will be able to report past events.
2. Students will be able to talk about activities and places.
3. Students will be able to ask how someone liked something**.**
4. Students will be able to express enthusiasm and disappointment.
5. Students will be able to respond enthusiastically or sympathetically.

**Oral Response Goals**

(The student has just returned from a trip to Bavaria. Using the Bayer Location Opener on pp. 1-3, the student will answer the following questions in German.)

1. Hallo! Sag mal, dur warst in Bayer? Wo warst du den?
2. Was hast du alles gemacht?
3. (Based on the student’s response to the previous question) Und wie hat dir (name of location given) gefallen? Wie war den (name of another location)?
4. Erzähl von den bayerischen Spezilaitäten, die du gegessen hast.
5. Welche Specialität hat dir besonders gut geschmeckt?

**Written response goals**

1. Complete following conversation between yourself and Monika by asking the appropriate question for the answer given by Monika. (For example: if Monika’s answer is: *Ich bin 16 Jahre alt*. Your question would be: *Wie alt bist du?*
2. Using the Fragenbogen (S. 86), write a postcard from Jochen to his grandmother, telling her about his vacation (write in 1st person). Mention where you are and include points 1,2,3, and 5 in your postcard. (Note: This should be in present tense because you are still in Tirol.)
3. Using the Fragenbogen (S. 86), write a short letter to your former German teacher, Frau Gertzen. You just got home from Tirol, so tell her about the vacation using the past tense. Mention where you were and include points 1,5 (mention two activities), and 8 in your letter. Also tell your teacher how yu liked (still in past tense) the trip in general. (Remember to use the polite/formal form of address.)