**AP German Summer Work**

During the summer (and fall if need be), in order to keep your language skills from regressing too far, there are activities that students entering AP German and German 4 must complete. Please do not wait until the week/day before school begins to start the work! It is best to spread the work out over the entire summer break and winter semester. **Students “looping from German 4 do not need to do the Summer work!”**

The activities are:

1. Write an essay about one interesting thing you did this summer/fall. This should be more than a choppy list of activities! It should use transition words between sentences and paragraphs. Highlight one activity and expand on it. You can explain how you felt, what you thought, compare it with something else, etc. The composition should be a minimum of 200 words and be grammatically correct. Please use dictionaries carefully! You will present this activity to the class orally when school starts. You may not simply read the essay out loud! Visuals must be used (i.e. PowerPoints, brochures etc…) Make sure we know what you’re talking about! If you are somewhere that offers a brochure in German, make sure to grab a copy.

2. **AP German students** must find 5 articles online about current events in Germany, Switzerland or Austria. News links can be found at:

- [http://german.about.com/od/newsnachrichten/News_Nachrichten.html](http://german.about.com/od/newsnachrichten/News_Nachrichten.html)
- [http://www.ard.de/](http://www.ard.de/)
- [www.zdf.de](http://www.zdf.de)
- [http://www.dw-world.de/dw/0,,265,00.html](http://www.dw-world.de/dw/0,,265,00.html)
- [http://www.sueddeutsche.de](http://www.sueddeutsche.de)
- [http://www.orf.at](http://www.orf.at) -- Austrian
- [http://diepresse.com](http://diepresse.com) -- Austrian

- Print out the article. (Make sure I know where you got it from!)
- Write a **Zusammenfassung** auf Deutsch—use your own words!
- Make a list of vocabulary that is useful for understanding the article (German and English)
Write at least 3 comprehension questions for the article.

3. Complete 5 of the *Arbeitsblatt* Activities (vary the topic) on this site

http://www.nthuleen.com/teach/grammar.html  This is homework for University of Wisconsin Second Semester German students and therefore should be very do-able for you.

4. Complete the following worksheets from deutschseite.de


- http://www.deutschseite.de/grammatik/vergangenheit/praeteritum_03.pdf

The section on da and wo compounds


Have these work sheets printed out and completed by hand.

5. AP GERMAN ONLY!! From the website www.childrenslibrary.org

Select two stories

- http://www.childrenslibrary.org/icdl/ResultByWorld?area=4&start=0&pgct=12&ilangcode=en&ilang=English&view=cover&sort=title&type=0&country=country32

Pull out 10 Vocabulary words and write 5 comprehension questions per story.

**Other useful activities:**

- Listen to German news or radio online!
- You can find a lot of people to follow on Twitter that will help you practice German. Follow @Herr_Murray, see who I follow and interact with me *auf Deutsch*!
- You can use www.duolingo.com or www.fluentu.com to practice your German and see how much you can master. Friend me “chmurray” and let me see your progress. We can even compete to see who is better.
Listening practice:

http://www.dw-world.de/dw/article/0,2144,2925601,00.html  (langsamt gesprochene Nachrichten)

http://www.multilingualbooks.com/online-radio-german.html  (German Radio)

http://www.listenlive.eu/germany.html  (Radio)

Play German games online! If you go to www.yahoo.de you can click on “Spiele” and play lots of games auf Deutsch. I personally recommend Text Express—very useful for vocab review!

Enter any topic you think you might want to practice into Google! (For example, “German Adjective Endings”) You will find a ton of activities, many of which are games!

These are not required, but will help you keep up on your German!

Important:

Everything should be auf Deutsch! Your essay and article must be typed and double-spaced. Your book questions and grammar exercises may be handwritten NEATLY in the packets you print out. Make sure that the individual assignments are clearly separated. The work must be turned in at the beginning of the school year. The work is worth 100 points and will count toward the first semester assessment grade. Please feel free to contact me at chmurray@tvsd.org with any questions you may have!

VIEL SPASS UND GENIESST DEN SOMMER!
**RUBRIC**

**ESSAY**

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Content</th>
<th>Comprehensibility and Fluency</th>
<th>Language Control (Mechanics and Spelling)</th>
<th>Vocabulary Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 18.5-20</td>
<td>Superior Completion, included all required elements. Ideas are well-developed and organized</td>
<td>Requires no interpretation on the part of the reader, complete and cohesive sentences. Transitions well and supports main ideas.</td>
<td>Excellent control of Language Structures. Minimal errors in spelling, punctuation and other grammar concepts.</td>
<td>Rich variety of vocabulary, uses effective word choice.</td>
</tr>
<tr>
<td>B 16.5-18</td>
<td>Adequate Completion, included most required elements. Ideas are adequately developed and organized</td>
<td>Requires minimal interpretation on the part of the reader, uses mostly complete and cohesive sentences. Transitions/main ideas are evident</td>
<td>Adequate control of Language Structures. Mostly accurate spelling, punctuation and other grammar concepts.</td>
<td>Adequate and mostly accurate use of vocabulary.</td>
</tr>
<tr>
<td>C 14.5-16</td>
<td>Partial Completion of Task. Content mostly appropriate, ideas not well-developed or organized.</td>
<td>Requires interpretation on the part of the reader, some complete and cohesive sentences. Little or no evidence of transitions/main ideas</td>
<td>Some control of Language Structures. Frequent mistakes in spelling, punctuation and other grammar concepts.</td>
<td>Somewhat inadequate/inaccurate use of vocabulary.</td>
</tr>
<tr>
<td>D/F 0-14</td>
<td>Minimal or Lack of Completion of Task. Content frequently inappropriate, ideas no development or organization</td>
<td>Text barely comprehensible. Little to no attempt at complete/cohesive sentences. Lack of transitions.</td>
<td>Inadequate/inaccurate use of language structures. Inaccurate spelling, punctuation, and other grammar points.</td>
<td>Inadequate/inaccurate use of vocabulary.</td>
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</tbody>
</table>

**ORAL PRESENTATION**

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<thead>
<tr>
<th></th>
<th>F-0-12</th>
<th>D-13-14</th>
<th>C-14.5-16</th>
<th>B-16.5-18</th>
<th>A-18.5-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakdown of oral presentation or not given</td>
<td>Too much reliance on text and problems with language and visual aid</td>
<td>Too much reliance on text and problems with language or visual aid</td>
<td>Too much reliance on text or problems with language or visual aids</td>
<td>Conversational, mostly correct language; visual aids neat and appropriate, visual aids incorporated into report</td>
<td></td>
</tr>
</tbody>
</table>

Grammar Exercises: _______/20 points
Questions from book: __________/20 points
Essay: _________/20 points
Article Zusammenfassung, vocab, questions: _______/20 points
Oral Presentation: ________/20 points
**ALT-codes**

\[ \ddot{a} = \text{ALT} + 132 \]
\[ \ddot{o} = \text{ALT} + 148 \]
\[ \ddot{u} = \text{ALT} + 129 \]
\[ \beta = \text{ALT} + 225 \]

\[ \ddot{A} = \text{ALT} + 142 \]
\[ \ddot{U} = \text{ALT} + 154 \]
\[ \ddot{O} = \text{ALT} = 153 \]

* You may also type “ä” as “ae”, etc.

Total: ________/100