

Project : Ein bißchen Deutsch in der Freizeit – Leisure-Time Activity with a German Twist

Note: We encourage you to turn in the parts of this assignment as e-mail. If you do so, please help us keep your work organized: 1) Put “Project 1” in the subject heading of your e-mail; 2) In the text, use labels like “Stage 1, description of activity.” Above all: **SEND YOUR TEXT INSIDE THE E-MAIL MESSAGE, NOT AS A SEPARATE ATTACHMENT.**

Attachments can include hundreds/thousands of extra characters as format codes.

Preparation: Choose a happening — concert, sports event, film, etc. — that has a German flavor to it and that you can enjoy because it suits your personal interests and tastes. Examples are “Soccer Made in Germany” on TV, a concert (classical or pop), and the movies *The Great Escape*, even though it is mostly in English, or *Das Boot*, whether you watch it in German or dubbed in English.. Your instructor may even have a supply of videos you can check out.

Stages (overview):

1) Before actually doing the activity you will describe it briefly in English and will generate a core vocabulary of words that are associated with the event (*goal, team, kick; stage, dancing; war, captain, submarine*).

2) After the event you will revise your vocabulary list and write a message about the activity. *Hand in this sheet, the second page, and your message (if it is on another page).*

You can construct your vocabulary lists from conventional dictionaries, on-line resources (ex.: the menu on the German restaurant’s web site), the pictorial dictionary in your *Wie, bitte?* materials, library books about your subject, or even such resources as German-language magazines at a shop which has international publications. It’s even OK to talk to people, and even to your instructor.

The scoring guide for Stage 1 is posted on the course website. The scoring guide for the finished project is on page 2 below. They will help you know what is expected of your project and check your progress in accomplishing it.

Stage 1 (Due [for score of 4 on punctuality] one week after assignment is distributed)

Briefly describe the activity in English.

What I'm gonna do is I'm gonna...

and then I'm gonna...

Sonderwortschatz 1 (prep vocabulary)

Teacher sign-off on stage 1 (initial and date) _____

Now go do your fun activity! Viel Spaß!

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Stage 2 Due (for score of 4 on punctuality) TWO weeks after assignment is distributed.

Sonderwortschatz 2 (follow-up vocabulary)

After doing your fun activity, think about how a better knowledge of German might have made it more convenient and even more enjoyable to do. List here some words that would have helped you then and could help you now if you were to repeat the activity.

Writing activity: eine Einladung • an invitation

You had such a good time with the entertainment activity you selected (film, concert, sports event, etc.) that you want to repeat the experience and have someone who speaks German enjoy it with you. Write an informal invitation note in German telling what the activity is, when it will occur, and enough about it and the related plans that the other person will be interested.

Write your message on the back of this page or on a separate sheet (or use email). **USE ONLY ONE PAGE, AND WRITE CLEARLY AND DARKLY ENOUGH THAT THE MESSAGE CAN BE USED IN YOUR PORTFOLIO AND EVEN PHOTOCOPIED.**

This activity can be accomplished with the language presented in Kontext 1-3 and the modest extra vocabulary you have developed within the activity. Try to make rich use of what you have learned in our course, rather than attempting to write precisely in German all the complicated ideas and words that come to your mind when you are using English.

Here are some general activity words that you may find useful:

gehen to go
sehen to see
kaufen buy

hören to hear
bringen to bring
bestellen reserve, order

beginnen to begin
bleiben to stay
zahlen (für X) pay (for X)

Scoring Guide

When you finish your project, mark the scoring guide level that you feel you have achieved.

6 The invitation has all the major parts it would have in the native language (description of event, invitation, reasons for enjoying, plans to get together). The language of Kontext 1-3 is exploited thoroughly and very correctly, and specialized vocabulary (own list and the list provided above) is used frequently and correctly.

5 The invitation has all the major parts (see #6). The language of Kontext 1-3 is clearly demonstrated, but may lack richness or, in no more than one or two major features, reliability. Specialized vocabulary is weak in either frequency or accuracy, or slight weak in both.

4 The invitation has all the major parts (see #6), though one may be skimpy or flawed in language. Most major features of Kontext 1-3 appear, but control of several may be wobbly. Specialized vocabulary is used, but not richly, and there are frequent small errors.

3 The invitation is either skimpy throughout, or one major part is very brief. Some major features of Kontext 1-3 appear, and some of them accurately, but several others are missing or seriously flawed. Specialized vocabulary is not absent, but it is thin and often inaccurate.

2 The reader would have to work hard to understand the invitation and the event it describes, but would not be misled seriously. The teacher would have to point out and explain major flaws in use of the language from Kontext 1-3, and would have to describe plainly what is needed in specialized vocabulary.

1 The reader cannot understand enough of the invitation to picture the event or know how to join in. The teacher would have to explain even the simplest features of Kontext 1-3 language. Specialized vocabulary is minimal in the lists and almost non-existent in the invitation.