

German B2 Review Sub Plans Week

Week-long sub plans: five days of print and go work for German level B2, any grade, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- German B2 review sets for five days (15 pages)
- Calm puzzles and reset sheets (10 pages)
- German B2 team tasks (10 pages)
- German B2 games (10 pages)
- Answer keys (9 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one German review set per period (a lesson with worked examples, practice and a challenge), a calm puzzle, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no German. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the German set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 66 pages.



Every B2 review set of the week, with its page and what it goes over. Nothing new is taught. Any set works on any day and in every German class you teach.

MONDAY (DAY 1)

Opener	Meet Your Sub Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
B2 review 1	Media and Truth Reviews: Konjunktiv I in indirect speech, Konjunktiv II replacement forms, reported questions and commands, media vocabulary.	p. 13 · 50 min
Calm puzzle	Word Search and Reset Sheet A quiet subject word search and a two-minute reset sheet for a loud day, a long wait or anyone who finishes early.	p. 16 · 20 min
Team task	The Energy Saving Year Groups of four decode a German utility report in reported speech and rank twelve businesses by the energy they really saved.	p. 18 · 40 min
Game (optional)	Whiteboard Quiz Game Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

B2 review 2	Science and Technology Reviews: Partizipialattribute with Partizip I and II, Passiv with modal verbs, Vorgangspassiv and Zustandspassiv, science vocabulary.	p. 22 · 50 min
Calm puzzle	Sudoku and Grounding Sheet A hard sudoku with exactly one answer and a 5-4-3-2-1 grounding sheet for anyone who needs to come back into the room.	p. 25 · 20 min
Team task	The Market Stall Groups of four read German product plans in business register and pick the most profitable stall inside a budget, working hours and four tables.	p. 27 · 40 min
Game (optional)	Paper Password Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

B2 review 3	Work Culture and Economy Reviews: Funktionsverbgefüge, Nominalisierung and nominal style, formal register, work and economy vocabulary, a company email.	p. 31 · 50 min
Calm puzzle	Secret Codes and Control Sheet Two coded sayings to crack in silence and a sheet that sorts what you can and cannot control this week.	p. 34 · 20 min
Team task	The Paper Cantilever Groups of four decode a German specification in the passive, build a paper arm that reaches past the desk edge, test it and report in German.	p. 36 · 40 min
Game (optional)	Class Feud Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

B2 review 4	History and Memory Reviews: paired connectors like zwar ... aber and weder ... noch, Plusquamperfekt, history vocabulary, a memory of November 1989.	p. 40 · 50 min
Calm puzzle	Maze and Brain Dump A long maze with exactly one true path and a brain dump sheet that turns a crowded head into one next step.	p. 43 · 20 min
Team task	The Press Desk Four editors, each holding German facts in reported speech, choose tomorrow's German front page and write its lead in Konjunktiv I.	p. 45 · 40 min
Game (optional)	Classroom Millionaire Optional fun to end the class.	p. 47 · 15 min

FRIDAY (DAY 5)

B2 review 5	Debate and Argument Reviews: subjective modal verbs with the past infinitive, je ... desto, debate vocabulary, the structure of an Erörterung.	p. 49 · 50 min
Calm puzzle	Word Ladders and Three Good Things Four five-letter word ladders, three scrambled words and a three good things sheet to close out the week.	p. 52 · 20 min
Team task	The Cup Fee Debate Groups of four debate a German economy motion two against two, in German, from a shared bank of German evidence cards on a clock.	p. 54 · 40 min
Game (optional)	Mystery Box Optional fun to end the class.	p. 56 · 15 min

How the sets work

- Every set reviews what the class has already covered. Nothing is taught for the first time.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm puzzle fits any gap, the team task fills a block period, and the game is optional fun for the last 15 minutes.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no German.



This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	Meet Your Sub p. 10 · 15 min	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	German B2 Review 1 Media and Truth p. 13 · 50 min	German B2 Review 2 Science and Technology p. 22 · 50 min	German B2 Review 3 Work Culture and Economy p. 31 · 50 min	German B2 Review 4 History and Memory p. 40 · 50 min	German B2 Review 5 Debate and Argument p. 49 · 50 min
If a class finishes early or gets loud	Word Search and Reset Sheet p. 16 · 20 min	Sudoku and Grounding Sheet p. 25 · 20 min	Secret Codes and Control Sheet p. 34 · 20 min	Maze and Brain Dump p. 43 · 20 min	Word Ladders and Three Good Things p. 52 · 20 min
Block period (90 minutes) only	The Energy Saving Year p. 18 · 40 min	The Market Stall p. 27 · 40 min	The Paper Cantilever p. 36 · 40 min	The Press Desk p. 45 · 40 min	The Cup Fee Debate p. 54 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	Whiteboard Quiz Game p. 20 · 15 min	Paper Password p. 29 · 15 min	Class Feud p. 38 · 15 min	Classroom Millionaire p. 47 · 15 min	Mystery Box p. 56 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.



Note to the Substitute

German level B2, any grade - five days - every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **German B2 Review 1** is Monday's set, **Review 2** is Tuesday's, and so on to **Review 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One German B2 set (one period, with a challenge to stretch it)
- A calm and quiet block: a puzzle page and a reset sheet
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!



Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (the same five minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's work, it has a challenge at the end, and the calm block is always allowed when you are finished.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If a period runs ten minutes short

- Run Common Ground in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out the reset sheet from the calm block and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's set on the weekly schedule and count copies for every period, plus five spares.
- ☐ Fill in the About Your Sub sheet once and post it where the back row can read it.
- ☐ Write the voice levels 0 to 3 on the board and leave them there all week.
- ☐ Keep the answer keys inside the binder, not face up on the desk.



German B2 Set 1: Media and Truth

Read the press text, then do Part A. The key words card explains the harder words.

B2 Review • Day 1

This set reviews: Konjunktiv I in indirect speech, Konjunktiv II replacement forms, reported questions and commands, media vocabulary

Falschmeldung über Schule verbreitet sich im Netz

Hollberg. Eine Nachricht, nach der das Gymnasium am Stadtpark wegen Schimmel sofort geschlossen werde, hat sich am Wochenende rasant in den sozialen Netzwerken verbreitet. Innerhalb von zwei Tagen wurde der Beitrag mehr als 40.000 Mal geteilt.

Wie die Stadtverwaltung am Montag mitteilte, sei die Meldung frei erfunden. Ein Sprecher erklärte, das Foto in dem Beitrag stamme aus dem Jahr 2019 und zeige ein ganz anderes Gebäude. Die Schule sei in einem guten Zustand, der Unterricht finde wie geplant statt.

Schulleiterin Petra Albers sagte, viele Eltern hätten sie besorgt angerufen. Sie habe den ganzen Sonntag Fragen beantwortet. Sie wünsche sich, dass jeder eine Nachricht prüfe, bevor er sie teile.

Der Medienforscher Dr. Jonas Keller von der Hochschule Hollberg betonte, Falschmeldungen würden sich oft schneller verbreiten als jede Korrektur. Man solle immer fragen, wer eine Nachricht verfasst habe und woher ein Foto stamme.

Wer den Beitrag ursprünglich veröffentlicht hat, ist bis heute unklar. Die Stadt kündigte an, sie werde im Herbst Workshops zur Medienkompetenz für Jugendliche anbieten.

Schlüsselwörter: key words

die Falschmeldung, die Falschmeldungen false report, fake news

der Schimmel mold (no plural)
rasant rapidly, at great speed

die Stadtverwaltung, die Stadtverwaltungen city administration

frei erfunden completely made up
stammen (aus) to come from, to date from

der Zustand, die Zustände condition, state

der Medienforscher, die Medienforscher media researcher
verfassen to write, to author

ursprünglich originally
die Medienkompetenz media literacy (no plural)

vorerst for the time being
ausfallen (fällt aus) to be canceled

Part A. Richtig or falsch?

Write R (true) or F (false) in each box. For every F, write the correct information in German on the line.

- ☐ 1. Der Beitrag wurde innerhalb von zwei Tagen über 40.000 Mal geteilt.
- ☐ 2. Laut Stadtverwaltung zeigt das Foto das Gymnasium am Stadtpark.
- ☐ 3. Der Unterricht fällt vorerst aus.
- ☐ 4. Die Schulleiterin musste am Sonntag viele Fragen beantworten.
- ☐ 5. Dr. Keller meint, Korrekturen verbreiten sich schneller als Falschmeldungen.
- ☐ 6. Inzwischen weiß man, wer den Beitrag veröffentlicht hat.
- ☐ 7. Die Stadt plant Workshops für junge Leute.

Newspapers pass on what people said in the Konjunktiv I: er sagte, er sei krank. The form tells the reader that the paper only reports a claim.



German B2 Set 1: Reported Speech

Use the chart for Parts B and C. An asterisk marks a replacement form.

B2 Review • Day 1

Reported speech forms

Person	sein	haben	können	kommen	sagen
ich	sei	hätte*	könne	käme*	würde sagen*
er, sie, es	sei	habe	könne	komme	sage
wir	seien	hätten*	könnten*	kämen*	würden sagen*
sie, Sie	seien	hätten*	könnten*	kämen*	würden sagen*

* Here the Konjunktiv I would look exactly like the present tense (sie haben), so reported speech uses the Konjunktiv II (sie hätten), or würde plus infinitive for regular verbs.

Part B. Find the form

All from the press text. Write the infinitive, then circle K1, K2 (replacement) or würde.

- | | | | | | |
|--------------------|-------|-------------|--------------------------|-------|-------------|
| 1. stamme | _____ | K1 K2 würde | 5. wünsche | _____ | K1 K2 würde |
| 2. zeige | _____ | K1 K2 würde | 6. würden ... verbreiten | _____ | K1 K2 würde |
| 3. finde ... statt | _____ | K1 K2 würde | 7. solle | _____ | K1 K2 würde |
| 4. hätten | _____ | K1 K2 würde | 8. werde ... anbieten | _____ | K1 K2 würde |

Schlüsselwörter: key words

stammen (aus) to come from, to date from
die Recherche, die Recherchen research (for a story)

der Vorwurf, die Vorwürfe accusation

nachvollziehen (nachvollzogen) to understand, to follow (reasoning)

die Zeugin, die Zeuginnen witness (a woman)

Part C. Report it

Put the verb on the left into reported speech. First gap: the verb form. Second gap: a separable prefix or the infinitive after würde, or nothing.

- | | |
|----------------|--|
| 1. sein | Die Zeitung schrieb, der Bürgermeister _____ mit dem Plan zufrieden _____. |
| 2. haben | Die Polizei meldete, der Fahrer _____ keinen Führerschein _____. |
| 3. haben | Die Schüler sagten, sie _____ zu wenig Zeit für die Recherche _____. |
| 4. können | Die Firma erklärte, sie _____ die Vorwürfe nicht nachvollziehen _____. |
| 5. lesen | Forscher sagten, junge Leute _____ kaum noch Zeitung _____. |
| 6. stattfinden | Die Trainerin erklärte, das Spiel _____ trotz des Regens _____. |
| 7. spielen | Viele Eltern meinten, ihre Kinder _____ zu viel am Handy _____. |
| 8. wissen | Die Zeugin sagte, sie _____ nichts über den Unfall _____. |



German B2 Set 1: Reporting the News

B2 Review • Day 1

Rewrite the quotes in reported speech, sort facts from opinions, then write your own report.

Part D. From direct to indirect speech

 Rewrite each quote in reported speech. Change the pronouns and time words where needed. A command becomes *sollen*; a question keeps its question word or uses *ob*.

1. Die Sprecherin der Polizei: "Wir haben alle Hinweise sorgfältig geprüft."

.....

2. Ein Schüler: "Ich lese jeden Morgen die Nachrichten auf meinem Handy."

.....

3. Der Trainer: "Kommt morgen bitte eine halbe Stunde früher!"

.....

4. Eine Leserin: "Woher stammt das Foto auf der Titelseite?"

.....

Schlüsselwörter: key words

stammen (aus) to come from, to date from
der Hinweis, die Hinweise tip, clue

sorgfältig carefully
die Titelseite, die Titelseiten front page

die Zeitverschwendung waste of time (no plural)
rein, reine pure, sheer

die Medienkunde media studies (no plural)
die Tatsache, die Tatsachen fact

Part E. Tatsache or Meinung?

Write T for a fact (it can be checked) or M for an opinion.

☐
☐
☐
☐

1. Der Beitrag wurde über 40.000 Mal geteilt.
2. Soziale Netzwerke sind die schlimmste Erfindung.
3. Das Foto stammt aus dem Jahr 2019.
4. Die Stadt hätte schneller reagieren müssen.

☐
☐
☐
☐

5. Die Schulleiterin erhielt viele Anrufe.
6. Workshops sind reine Zeitverschwendung.
7. Die Workshops finden im Herbst statt.
8. Jede Schule braucht das Fach Medienkunde.

Challenge

Your school paper covers a new cafeteria. Write a news report of five or six German sentences (use the back if needed). Report all three quotes in the Konjunktiv I or its replacement, each with a different reporting verb.

Schulleiter Brandt: "Die neue Mensa ist ab Montag geöffnet."

Die Schülerin Lina, 16: "Wir haben lange auf eine warme Mahlzeit gewartet."

Herr Demir, der Koch: "Ich koche jeden Tag frisch und verwende Gemüse aus der Region."

.....

.....

.....



Calm Block, Day 1: Word Search

Calm • Day 1

Find all 12 German words. Any direction, including backward and diagonal. Pencils only, voices at 0.

Q	T	T	S	J	X	V	V	H	A	N	D	E	L
O	T	H	I	I	E	Z	P	X	H	S	A	I	G
W	T	C	S	E	N	G	K	H	K	I	O	D	M
E	T	I	I	P	G	B	A	Z	O	E	X	U	T
X	R	R	E	S	Q	U	E	R	X	Q	W	T	F
P	S	E	W	F	H	D	E	G	F	H	O	S	P
O	S	B	E	Y	A	W	D	Z	R	M	I	Y	G
R	E	A	B	O	K	N	B	P	T	E	U	N	H
T	S	W	A	H	R	H	E	I	T	I	U	I	Q
D	I	D	W	C	E	F	X	Y	H	D	E	Z	Z
R	R	W	O	S	V	L	V	G	L	E	M	Z	G
C	K	E	S	X	C	D	O	E	J	U	Y	D	L
D	U	N	T	Y	E	R	M	B	A	M	N	L	N
P	V	Q	U	E	L	L	E	R	D	Z	D	W	Q

MELDUNG news report

BERICHT report

QUELLE source

UMFRAGE survey

STUDIE study

ERGEBNIS result

HANDEL trade

EXPORT export

KRISE crisis

WAHRHEIT truth

ZEITZEUGE eyewitness

BEWEIS proof

Faster than reading every square

- Hunt the rare letters first. Only one word in the list has a Z in it, so every Z in the grid is worth a second look.
- Scan one row at a time for a word's first two letters, then check all eight directions from that square.
- Cross a word off the list the second you circle it, or you will search for it twice.



Calm Block, Day 1: Reset Sheet

For one person, at your own pace. Nobody collects this and nobody reads it but you.

Calm • Day 1

Two minutes, then back to it

This is not a mood test and it is not therapy. It is a short routine for the moments when your head is somewhere else and the work in front of you is going nowhere: slow the breath, put a name on the feeling, pick the next five minutes. Work down the page and stop at the bottom.

Step 1: make the breath out longer

Breathe in through your nose while you count to four, then out through your mouth while you count to six. The long breath out is the part that slows your heart rate down. Six rounds, then stop.

Check a box for each round so you are not counting in your head.

□ □ □ □ □ □

Step 2: name it

A feeling you can name gets smaller. Tired, annoyed, behind, worried, bored, flat, wired. One word is enough, and it does not have to be the right word.

Write yours on the first line below.

Name it in one word, then write the sentence your head keeps repeating

.....

.....

What is actually true right now, in this room, that I could check in ten seconds

.....

.....

The next five minutes: what I will do the moment I put this sheet down

.....

.....

What usually helps me

- ☐ Water and a real breath of air
- ☐ Writing the thing down instead of holding it
- ☐ Two minutes of a puzzle or a doodle
- ☐ Starting the smallest piece of the work
- ☐ Standing up and stretching my shoulders
- ☐ Putting my phone face down in my bag
- ☐ Asking one person one question
- ☐ Deciding to deal with it after school

My own line

Something that works for you that is not on that list.

.....

.....

Right now I feel (circle one)

1 2 3 4 5 6 7 8 9 10

1 = settled, 10 = about to boil over. Check the same number again in ten minutes. Down by one is the whole point.



Team Task, Day 1: The Energy Saving Year

Groups of four. Voice level 2. No phones or dictionaries. One sheet per group, one person writes, and no rank goes down until all four agree.

Team • Day 1

Die Aufgabe

Die Stadtwerke Wendelstadt haben zwölf Betriebe ein Jahr lang beim Energiesparen begleitet. Die Lokalzeitung fasst den Abschlussbericht in indirekter Rede zusammen.

Ordnet die Betriebe nach der gemessenen Einsparung: Platz 1 hat am meisten gespart, Platz 12 am wenigsten. Was ein Betrieb nur behauptet, zählt nicht. Sechs Betriebe werden nur mit einem anderen Betrieb verglichen, und dieser wird nie beim Namen genannt, sondern nur beschrieben.

In English: rank the twelve businesses by the saving the utility measured, 1 = saved the most. What a business only claims does not count. Six rows compare a business with another one that is only described, never named: page 2 helps with those. Five minutes alone ("My rank"), then one agreed group rank per row, each rank used once.

	DER BERICHT (THE REPORT)	PERCENT	MY RANK	GROUP RANK	TRUE RANK	DIFFERENCE
A	Lindner, die von zwei Schwestern geführte Gärtnerei, habe ihren Stromverbrauch um 21 Prozent gesenkt.					
B	Petersen, der direkt am Hafen gelegene Fischladen, habe 9 Prozentpunkte weniger eingespart als die von zwei Schwestern geführte Gärtnerei.					
C	Nordlicht, die schnell wachsende Softwarefirma, will sogar 30 Prozent eingespart haben; gemessen worden seien aber nur 8 Prozent.					
D	Krume, die nachts arbeitende Bäckerei, habe 5 Prozentpunkte mehr eingespart als der direkt am Hafen gelegene Fischladen.					
E	Seeblick, das im letzten Jahr komplett renovierte Hotel, habe seinen Stromverbrauch um 26 Prozent reduziert.					
F	Brandl, die seit 1950 in der Altstadt bestehende Druckerei, habe 3 Prozentpunkte mehr eingespart als die schnell wachsende Softwarefirma.					
G	Kaya, die erst im Mai eröffnete Autowerkstatt, soll kaum Energie gespart haben; laut Messung seien es aber 19 Prozent gewesen.					
H	Luxor, das zu einem Kulturzentrum umgebaute Kino, habe seinen Stromverbrauch um 6 Prozent verringert.					
I	Stein, das vor allem Holzmöbel verkaufende Möbelhaus, habe 4 Prozentpunkte weniger eingespart als die erst im Mai eröffnete Autowerkstatt.					
J	Moser, die 1890 gegründete Brauerei, habe ihren Stromverbrauch um 9 Prozent gesenkt.					
K	Frischcheck, der im Jahr 2020 modernisierte Supermarkt, habe 2 Prozentpunkte weniger eingespart als das zu einem Kulturzentrum umgebaute Kino.					
L	Nordbad, das von vielen Schulen genutzte Hallenbad, habe einen Prozentpunkt weniger eingespart als das vor allem Holzmöbel verkaufende Möbelhaus.					
Total difference (lower is better)						

Schlüsselwörter: the report

die Stadtwerke (plural) town utility company begleiten (begleitet) to accompany, to follow das Energiesparen saving energy (no plural)
 zusammenfassen (fasst zusammen) to summarize der Abschlussbericht, die Abschlussberichte final report
 die Einsparung, die Einsparungen saving die Gärtnerei, die Gärtnereien plant nursery der Fischladen, die Fischläden fish shop
 die Druckerei, die Druckereien print shop die Autowerkstatt, die Autowerkstätten car repair shop
 das Kulturzentrum, die Kulturzentren culture center umbauen (umgebaut, umgebaute) to convert, to rebuild
 das Möbelhaus, die Möbelhäuser furniture store die Holzmöbel (plural) wooden furniture die Brauerei, die Brauereien brewery
 das Hallenbad, die Hallenbäder indoor pool der Stromverbrauch electricity use (no plural) verringern (verringert) to decrease
 einsparen (eingspart) to save (energy, money)



Team Task, Day 1: Decode Sheet

Use this page for the six rows whose saving depends on another business. The description tells you which one.

Team • Day 1

Wer ist gemeint? Sucht zu jeder Beschreibung den Buchstaben des Betriebs und rechnet die Einsparung aus.
In English: Who is meant? For each description find the letter of that business, then work out the saving.

ROW	DIE BESCHREIBUNG (THE CLUE IN THE REPORT)	LETTER	THEIR PERCENT	PLUS OR MINUS	SO THIS ROW IS
B	die von zwei Schwestern geführte Gärtnerei				
D	der direkt am Hafen gelegene Fischladen				
F	die schnell wachsende Softwarefirma				
I	die erst im Mai eröffnete Autowerkstatt				
K	das zu einem Kulturzentrum umgebaute Kino				
L	das vor allem Holzmöbel verkaufende Möbelhaus				

Participle attributes (review)

A participle before a noun packs a whole relative clause into the article and the noun:

die schnell wachsende Firma = die Firma, die schnell wächst
 die 1890 gegründete Firma = die Firma, die 1890 gegründet wurde

Partizip I (wachsend) is active and happening now. Partizip II (gegründet) is passive or finished.

Claim or measurement?

Sie will viel gespart haben. = She claims to have saved a lot.

Sie soll viel gespart haben. = People say she saved a lot.

Neither one is a fact. Only the measured figure counts for the ranking.

Sagt es anders: rewrite as a relative clause

In English: Rewrite each description as the noun plus a relative clause, like the review box.

- 1 die von zwei Schwestern geführte Gärtnerei
- 2 die nachts arbeitende Bäckerei
- 3 das im letzten Jahr komplett renovierte Hotel

Schlüsselwörter: the clues

die Einsparung, die Einsparungen saving die Gärtnerei, die Gärtnereien plant nursery der Fischladen, die Fischläden fish shop
 die Autowerkstatt, die Autowerkstätten car repair shop das Kulturzentrum, die Kulturzentren culture center
 umbauen (umgebaut, umgebaute) to convert, to rebuild das Möbelhaus, die Möbelhäuser furniture store
 die Holzmöbel (plural) wooden furniture



Game, Day 1: Whiteboard Quiz Game

Sub script and questions. 15 minutes at the end of the period, or for extra time. Optional.

Game • Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again.
Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One voice per team: pick a captain who says the final answer. Shouted answers do not count and the square is dead. Team 1, choose a category and a value."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (Konjunktiv 1 for Konjunktiv I, 7 for seven).

Media

100 What does 'die Schlagzeile' mean in English?

The headline

200 What does 'die Pressefreiheit' mean in English?

Freedom of the press

300 What does 'angeblich' mean in English?

Allegedly

400 Which verb mood does German news use for reported speech?

Konjunktiv I

500 What is the Konjunktiv I form of 'sein' for 'er'?

sei

History

100 In what year was Germany reunified?

1990

200 Which city was the capital of West Germany?

Bonn

300 In what year was the Berlin Wall built?

1961

400 In what year did euro coins and notes come into use?

2002

500 Which ruling family governed Austria from Vienna for centuries?

The Habsburgs

Science

100 What does 'die Forschung' mean in English?

Research

200 What does 'die Erkenntnis' mean in English?

The insight or finding

300 The CERN physics lab lies near Geneva. In which German-speaking country?

Switzerland

400 What is the Partizip I of 'wachsen', as in a growing city?

wachsend

500 Which verb completes the passive 'Das muss getestet ___'?

werden

Connectors

100 Which word completes 'je mehr, ___ besser'?

desto (or umso)

200 Which word completes 'weder ... ___' (neither ... nor)?

noch

300 Which word completes 'sowohl ... als ___' (both ... and)?

auch

400 Which word completes 'zwar ... ___' (it is true ... but)?

aber

500 Which word completes 'entweder ... ___' (either ... or)?

oder

Economy

100 What does 'die Wirtschaft' mean in English?

The economy

200 What is the noun formed from the verb 'entscheiden'?

die Entscheidung

300 What does 'eine Entscheidung treffen' mean?

To make a decision

400 Which German city is home to the European Central Bank?

Frankfurt am Main

500 What does 'der Umsatz' mean in English?

Sales (turnover)

Final Wager: Government

Play this when the board is clear, or when two minutes are left. Announce the category, then every team writes a secret wager of up to the points it already has. Read the question. Teams get 60 seconds of silent writing, then hold their answers up together.

Switzerland is led not by one all-powerful president but by a Federal Council. How many members does it have?

Seven

Right: add the wager. Wrong: subtract it. That is the final score.



Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game • Day 1

MEDIA	SCIENCE	ECONOMY	HISTORY	CONNECTORS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

.....

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Team 2

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Team 3

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Team 4

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Team 5

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Team 6

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Final Wager: Government

Write your wager before you hear the question. A team may bet any amount up to the points it already has. Right answer: add the wager. Wrong answer: subtract it.

Team 1

WAGER

ANSWER

Team 2

WAGER

ANSWER

Team 3

WAGER

ANSWER

Team 4

WAGER

ANSWER

Team 5

WAGER

ANSWER

Team 6

WAGER

ANSWER



Answer Keys (1 of 9)

Teacher copy. Keep these pages out of the student sets.

German B2 Set 1: Media and Truth

Part A: 1. R; 2. F, Das Foto zeigt ein ganz anderes Gebäude; 3. F, Der Unterricht findet wie geplant statt; 4. R; 5. F, Falschmeldungen verbreiten sich oft schneller als jede Korrektur; 6. F, Das ist bis heute unklar; 7. R

Part B: 1. stammen, K1; 2. zeigen, K1; 3. stattdessen, K1; 4. haben, K2; 5. wünschen, K1; 6. verbreiten, würde; 7. sollen, K1; 8. werden, K1. For 8 also accept anbieten: werde is the Konjunktiv I of the future helper werden. K2 and würde replace a Konjunktiv I that would look like the present tense.

Part C: 1. sei; 2. habe; 3. hätten; 4. könne; 5. läsen (also accept würden ... lesen); 6. finde ... statt; 7. würden ... spielen; 8. wisse

Part D: 1. Die Sprecherin der Polizei sagte, sie hätten alle Hinweise sorgfältig geprüft. 2. Ein Schüler erzählte, er lese jeden Morgen die Nachrichten auf seinem Handy. 3. Der Trainer sagte zum Team, die Spieler sollten am nächsten Tag eine halbe Stunde früher kommen. 4. Eine Leserin fragte die Zeitung, woher das Foto auf der Titelseite stamme. Also accept dass with the verb at the end, for example sagte, dass sie alle Hinweise sorgfältig geprüft hätten. In 3 also accept sie sollten or sie möchten ... kommen, and am folgenden Tag for morgen.

Part E: 1. T; 2. M; 3. T; 4. M; 5. T; 6. M; 7. T; 8. M

Challenge: answers vary. Accept five or six sentences that report all three quotes with a reporting verb and the right form (sei, hätten ... gewartet, koche, verwende), with the pronouns changed. Model: Unsere Schule hat endlich eine neue Mensa. Schulleiter Brandt erklärte, die neue Mensa sei ab Montag geöffnet. Die Schülerin Lina (16) sagte, die Schülerinnen und Schüler hätten lange auf eine warme Mahlzeit gewartet. Der Koch, Herr Demir, betonte, er koche jeden Tag frisch und verwende Gemüse aus der Region. Viele Schülerinnen und Schüler freuen sich schon auf das erste Mittagessen.

Calm block, Day 1: word search solution (German words)



All 12 words are marked. Words run in all eight directions, so a student who only searched across and down will be missing several.

Reset sheet: private, answers vary, nothing to grade. If a student hands it in anyway, thank them and leave it for the teacher.



German B2 Set 1: Reported Speech

Use the chart for Parts B and C. An asterisk marks a replacement form.

B2 Review · Day 1

Reported speech forms

Person	sein	haben	können	kommen	sagen
ich	sei	hätte*	könne	käme*	würde sagen*
er, sie, es	sei	habe	könne	komme	sage
wir	seien	hätten*	könnten*	kämen*	würden sagen*
sie, Sie	seien	hätten*	könnten*	kämen*	würden sagen*

* Here the Konjunktiv I would look exactly like the present tense (sie haben), so reported speech uses the Konjunktiv II (sie hätten), or würde plus infinitive for regular verbs.

Part B. Find the form

All from the press text. Write the infinitive, then circle K1, K2 (replacement) or würde.

- | | | | | | |
|--------------------|-------|-------------|--------------------------|-------|-------------|
| 1. stamme | _____ | K1 K2 würde | 5. wünsche | _____ | K1 K2 würde |
| 2. zeige | _____ | K1 K2 würde | 6. würden ... verbreiten | _____ | K1 K2 würde |
| 3. finde ... statt | _____ | K1 K2 würde | 7. solle | _____ | K1 K2 würde |
| 4. hätten | _____ | K1 K2 würde | 8. werde ... anbieten | _____ | K1 K2 würde |

Schlüsselwörter: key words

stammen (aus) to come from, to date from
die Recherche, die Recherchen research (for a story)

der Vorwurf, die Vorwürfe accusation

nachvollziehen (nachvollzogen) to understand, to follow (reasoning)

die Zeugin, die Zeuginnen witness (a woman)

Part C. Report it

Put the verb on the left into reported speech. First gap: the verb form. Second gap: a separable prefix or the infinitive after würde, or nothing.

- | | |
|----------------|--|
| 1. sein | Die Zeitung schrieb, der Bürgermeister _____ mit dem Plan zufrieden _____. |
| 2. haben | Die Polizei meldete, der Fahrer _____ keinen Führerschein _____. |
| 3. haben | Die Schüler sagten, sie _____ zu wenig Zeit für die Recherche _____. |
| 4. können | Die Firma erklärte, sie _____ die Vorwürfe nicht nachvollziehen _____. |
| 5. lesen | Forscher sagten, junge Leute _____ kaum noch Zeitung _____. |
| 6. stattfinden | Die Trainerin erklärte, das Spiel _____ trotz des Regens _____. |
| 7. spielen | Viele Eltern meinten, ihre Kinder _____ zu viel am Handy _____. |
| 8. wissen | Die Zeugin sagte, sie _____ nichts über den Unfall _____. |

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checked

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.

