

German 1001 Course Materials

Supported by Affordable Learning Georgia

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Hallo A

Learning Objectives

In these activities, you show that you can:

- give information about yourself in German
- identify similarities between English and German when asking questions
- greet and say goodbye in German
- interpret short texts and/or videos and identify relevant information for your use
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions
- interact at a survival level in some familiar everyday contexts

Scenarios

You are meeting someone from a German speaking country.

1. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
2. You share about your interests, using high-frequency words.
3. You ask and answer questions using informal German.

Tools

Vocabulary

- Hallo! Guten Tag/Morgen/Abend!
- Wie heißt du? – Ich heiße... Und du?
- Wie bitte? Wie schreibst du das? – Ich schreibe das...
- Wie geht's? / Wie geht es dir? - Und dir?
- Es geht mir... / Mir geht's... (sehr) gut/so lala/nicht (sehr) gut.
- Ahh... Interessant! Wirklich? Ohh... das tut mir leid!
- Spielst du....? Arbeitest du? Studierst du...? – Ja/Nein, iche
- Tschüss! Auf Wiedersehen! Bis bald!

Grammar and Structures

Structure	Usage
Informal address	Wie geht es dir? Wie geht's? – Mir geht's...
Questions & answers	Spielst du ...? – Ja/Nein, ich spiele ...

Cultural Knowledge

Fact	Effect
Using the “du” form	Standard among students; shows friendliness
Tschüss! Auf Wiedersehen! Bis bald!	Auf Wiedersehen is a bit more formal; Bis bald suggests that you'll see each other again.
Using high-frequency words	Identifying high-frequency activities and experiences

Tasks

Activity 1: Interpreting Information

a) Listening/viewing

In preparation for the upcoming conversational part, please listen to and view these videos and take written notes using the questions below:

[Deutsche Welle: How are you?](#)

[Hallo – Wie geht's?](#)

[Nicos Weg: Von A-Z](#)

[Formal Ways: Greeting and Parting](#)

b) Interpreting Information

Please write down notes to the following prompts:

- In which of these videos do the individuals communicate with which formal and informal addresses?
- What relevant information is shared about the people involved?
- What relevant information do you want to share about yourself (name, how you spell it, how you are)?

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please record yourself giving pertinent information about yourself (name, how you spell it, how you are).

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activity as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves
- Ask and also answer about name, how that is spelled, and how you and s/he are
- Ask about relevant activities
- Show interest and enthusiasm / empathy
- Say goodbye, depending on whether you'll see each other again

This activity should take you 3-5 minutes to prepare and your conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Use gestures, Pantomime
I don't understand my partner	Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Research on how / when it's appropriate to use the formal or the informal form.
- Look up more phrases to express interest, enthusiasm, and empathy
- Ask for your partner's contact information (Facebook, Instagram, email etc.) so that you can keep in touch.
- Identify gestures for each of the high-frequency words; then quiz each other
- Look up more verbs for high-frequency activities and ask your partner(s)

Hallo B

Learning Objectives

In these activities, you show that you can:

- give information about yourself in German
- identify similarities between English and German when asking questions (in regards to language and culture)
- greet and say goodbye in German
- interpret short texts and/or videos and identify relevant information for your use
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German speaking country in a context that is not clearly informal, e.g. a career fair, a lecture hall, or where there is a significant age or status difference between you and the other person.

4. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
5. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
6. You share about your origin, where you live, what you do, using high-frequency words.
7. You exchange phone numbers.
8. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

Wie heißen Sie? Wie heißt du? - Mein Name ist... Ich heiße...	Ahh... Interessant! Wie schreibt man das?
Freut mich! Angenehm!	Was ist Ihre/deine Telefonnummer?

Woher kommen Sie? Woher kommst du? – Ich komme aus...	Meine Telefonnummer ist...
Wo wohnst du? Wo wohnen Sie? – Ich wohne in... – Wo ist das? – Das ist...	Wirklich?
Ist das eine Stadt oder ein Dorf?	Ist das klein oder groß?
Arbeiten Sie? – Ich arbeite / studiere...	Haben Sie eine Visitenkarte? – Ja, ich habe...
Sagen wir du?	Ja, bitte... Vielen Dank! Tschüss! Auf Wiedersehen!

Grammar and Structures

Structure	Usage
Familiar vs. formal way of addressing	Wie geht es <u>dir</u> ? vs. Wie geht es <u>Ihnen</u> ? – Es geht mir... Woher kommst <u>du</u> ? Woher kommen <u>Sie</u> ? - Ich... komme
Verb conjugations	Ich heiße... woher kommst <u>du</u> / woher kommen <u>Sie</u> ? Meine Telefonnummer ist...
Statements and questions	Ich habe eine Frage. Ist das ok? Sagen wir du?

Cultural Knowledge

Fact	Effect
kommen... aus vs. wohnen in	Expresses origin vs. current residence
Asking questions and showing interest	Expresses sincerity in making conversation
Asking questions about personal information	Expresses interest, but may be perceived as forward; ask your partners if it's ok to ask about what you want to know.

Tasks

Activity 1: Interpreting Information

c) Listening/viewing

In preparation for the upcoming conversational part, please listen to and view these videos and take written notes using the questions below:

[Formal Ways: Greeting and Parting](#)

[Deutsche Welle - Zahlen](#)

[Hallo – Woher kommst du?](#)

d) Interpreting Information

Please write down notes to the following prompts:

- How do the individuals express greetings and farewells?
- What relevant information do they share about themselves / the people involved?
- What relevant information do you want to share about yourself (name, origin, address, age, what you do, how you are, phone contact)?

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

[Present pertinent information about yourself](#)

Using your notes from the previous activity, please record yourself giving pertinent information about yourself (name, how you spell it, age, how you are, your origin, where you live, what you do, and your address and phone number, using high-frequency words).

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

[Practice with partner\(s\) \(interpersonal activity\)](#)

Taking the previous activity as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves
- Ask and also answer about name, how that is spelled, where you and s/he is from, what they do, and how you and they are.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.

- Ask about relevant activities
- Show interest and enthusiasm / empathy
- Ask for their telephone number and give yours
- Say goodbye, depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

This activity should take you 3-5 minutes to prepare and your conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Use gestures, Pantomime
I don't understand my partner	Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Research further on how / when it's appropriate to use the formal or the informal form, to ask about personal information (age, address, phone number, origin).
- Look up more phrases to express interest, enthusiasm, and empathy
- Ask for your partner's contact information (Facebook, Instagram, email etc.) so that you can keep in touch.
- Identify gestures for each of the high-frequency words; then quiz each other
- Look up more verbs for high-frequency activities and ask your partner(s)

Hallo C

Learning Objectives

In these activities, you show that you can:

- give information about your likes and dislikes in German
- identify similar/different likes and dislikes with your peers
- speak about your favorite series on Netflix etc., and/or your favorite music, or other leisure time activities
- speak about your favorite / ideal work, studies, and/or college experiences
- interpret short texts and/or videos and identify relevant information for your use
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German speaking country in a context that is not clearly informal, e.g. a career fair, a lecture hall, or where there is a significant age or status difference between you and the other person.

9. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
10. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
11. You share about your origin, where you live, what you do, what you like / dislike about your favorite series on Netflix etc., and/or your favorite music, or other leisure time activities, and/or your favorite / ideal work, studies, and/or college experiences using high-frequency words.
12. You exchange phone numbers.
13. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

Wie heißen Sie? Wie heißt du? - Mein Name ist... Ich heiße...	Ahh... Interessant! Wie schreibt man das?
Freut mich! Angenehm!	Was ist Ihre/deine Telefonnummer?
Woher kommen Sie? Woher kommst du? – Ich komme aus...	Meine Telefonnummer ist...
Wo wohnst du? Wo wohnen Sie? – Ich wohne in... – Wo ist das? – Das ist...	Wirklich? Wie findest du... ? Was machst du gern?
Ist das eine Stadt oder ein Dorf?	Ist das klein oder groß?
Arbeiten Sie? Arbeitest du? – Ich arbeite / studiere...	Wie finden Sie / findest du... ? Haben Sie eine Visitenkarte? – Ja, ich habe...
Was machst du gern am Wochenende? - Ich sehe gern...	Ach ja? Ich auch! Nein! Das finde ich ...
Sagen wir du?	Ja, bitte... Vielen Dank! Tschüss! Auf Wiedersehen!

Grammar and Structures

Structure	Usage
High-frequency verbs	Ich habe viel Arbeit. Hast du...? Wie findest du deine Kurse? Ich arbeite / studiere / komme aus schreiben / lesen / arbeiten / lernen / spielen / gehen / essen / meinen / finden
High-frequency nouns	Das Buch ist interessant! Die Aufgabe ist gar nicht lang. die Arbeit / die Aufgabe / das Buch / das Essen / der Kurs / die Prüfung / die Universität / das Wort
High-frequency adjectives and adverbs	ein bisschen / etwas / ganz / gar nicht / gern / interessant / kurz / lang / schlecht / viel

Cultural Knowledge

Fact	Effect
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studieren... vs. lernen	Both translate to “study”, but <i>studieren</i> is used with your Major/Minor while <i>lernen</i> is used in the context of a <i>Prüfung</i> or test.
Answering questions with details and contrasts	Expresses sincerity in making conversation

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

Visit these sites to see what Germans are watching in their leisure time

- [Witcher and Stranger Things](#)
- [Lucifer and Orange](#)

View these videos:

- [Was machst du hier?](#)
- [Talk about jobs](#)

b) Interpreting Information

Please write down notes to the following prompts:

- What do Germans like to see for fun – how does this compare to your own likes / dislikes?
- How do the individuals ask questions and respond to each other?
- What relevant information do you want to share about yourself (about your origin, where you live, what you do, what you like / dislike about your favorite series on Netflix etc., and/or your favorite music, or other leisure time activities, and/or your favorite / ideal work, studies, and/or college experiences) using high-frequency words and as much detail as possible.

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself

- Please record yourself giving pertinent information about yourself (e.g. about your origin, where you live, what you do, what you like / dislike about your favorite series on Netflix etc., and/or your favorite music, or other leisure time activities, and/or your favorite / ideal work, studies, and/or college experiences) using high-frequency words and as much detail as possible.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activity as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
- Show interest and enthusiasm / empathy / sincerity by responding with details and contrasts to discuss the topics (of your origin, where you live, what you do, what you like / dislike about your favorite series on Netflix etc., and/or your favorite music, or other leisure time activities, and/or your favorite / ideal work, studies, and/or college experiences) using high-frequency words and as much detail as possible.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Use gestures, Pantomime

I don't understand my partner	Ask for repetition with the phrase "Wie bitte?"
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Digging Deeper: Follow-up Activities

- Look up more phrases to express interest, enthusiasm, and empathy as well as likes / dislikes and simple ways to agree or disagree.
- Look up more words for high-frequency experiences (about your origin, where you live, what you do, what you like / dislike about your favorite series on Netflix etc., and/or your favorite music, or other leisure time activities, and/or your favorite / ideal work, studies, and/or college experiences) using high-frequency words and as much detail as possible.
- Ask your partner(s) about these topics.

Hallo D

Learning Objectives

In these activities, you show that you can:

- give information about your likes and dislikes in German
- speak about websites and how they present information (differently from a site in the US), considering conventions of how dates and times are listed.
- interpret what short texts and videos communicate about what individuals like / dislike doing.
- Communicate relevant information about yourself and about your favorite leisure time activities, your daily or weekly routines, etc. using high-frequency words and as much detail as possible.
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German speaking country in a context that is not clearly informal, e.g. a career fair, a lecture hall, or where there is a significant age or status difference between you and the other person.

14. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
15. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
16. You share about your origin, where you live, what you do, what you like / dislike about information about yourself and about your favorite leisure time activities, your daily or weekly routines, etc. using high-frequency words and as much detail as possible.
17. In looking at German and American websites for events, you share about how the websites present information differently, considering conventions of how dates and times are listed.
18. You exchange phone numbers.
19. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

Wie heißen Sie? Wie heißt du? - Mein Name ist... Ich heiße...	Ahh... Interessant! Wie schreibt man das?
Freut mich! Angenehm!	Was ist Ihre/deine Telefonnummer?
Woher kommen Sie? Woher kommst du? – Ich komme aus...	Meine Telefonnummer ist...
Wo wohnst du? Wo wohnen Sie? – Ich wohne in... – Wo ist das? – Das ist...	Wirklich? Wie findest du... ? Was machst du gern?
Ist das eine Stadt oder ein Dorf?	Ist das klein oder groß?
Arbeiten Sie? Arbeitest du? – Ich arbeite / studiere...	Wie finden Sie / findest du... ? Haben Sie eine Visitenkarte? – Ja, ich habe...
Was machst du gern am Wochenende? / in der Woche? - Ich sehe gern... immer / viel / gern / gar nicht gern	Ach ja? Ich auch! Nein! Das finde ich ...
Am Abend / am Sonntag / am Morgen / samstags / in der Nacht gehe ich...	Um 12 Uhr / um halb acht / später
Sagen wir du?	Ja, bitte... Vielen Dank! Tschüss! Auf Wiedersehen!

Grammar and Structures

These grammatical structures can help you in this conversation.

Structure	Usage
Word order	Montags <u>gehe ich</u> gern in die Uni. <u>Die Kurse sind</u> gar nicht schwer, aber ich habe viele Aufgaben und Prüfungen. Dienstags <u>gehe ich</u> auch in die Uni, und <u>ich gehe</u> da später ein bisschen joggen. Mittwochs und Freitags <u>habe ich</u> Arbeit. <u>Ich lese</u> am Abend das Buch. <u>Ich schreibe</u> die Aufgabe und lerne viele Wörter auf Deutsch.
High-frequency verbs	Ich habe heute nicht so viel Arbeit. Hast du...?

	Wie findest du Atlanta? Ich komme aus... schreiben / lesen / arbeiten / lernen / spielen / gehen / essen / meinen / finden / studieren /
High-frequency nouns, adjectives and adverbs	Die Stadt ist interessant! Das Wetter ist gar nicht schlecht. die Arbeit / die Aufgabe / das Buch / das Essen / der Kurs / die Prüfung / die Universität / das Wort ein bisschen / etwas / ganz / gar nicht / gern / interessant / kurz / lang / schlecht / viel

Cultural Knowledge

Note the following information:

Fact	Effect
Student life and routines	In the US, many students have a job in addition to going to school, and they have frequent assessments throughout the semester. In Germany, many students don't work and assessments are much more infrequent; attendance is not mandatory in most universities. Germans have, generally speaking, a lot more leisure time, incl. vacation time.
Answering questions with details and contrasts	Expresses sincerity in making conversation

Tasks

Activity 1: Interpreting Information - *Medien*

e) Listening/viewing/reading

Take a look at these websites:

[Münster Termine](#) (once you are at the site, click on “Heute” (under the header “Wann?”) and then on “Suchen” (in the lower right hand corner).

[Was machen wir am Wochenende](#)

(Once you are at the site, click on the link to open the slide show and describe things that are relevant to you)

View these videos:

[Was machst du hier?](#)

[Am Wochenende](#)

c) Interpreting Information

Please write down notes to the following prompts:

- How do the websites present information (differently from a site in the US)? Consider conventions of how dates and times are listed.
- How do the texts and videos communicate about what individuals like / dislike doing.
- What relevant information do you want to share about yourself and about your favorite leisure time activities, your daily or weekly routines, etc. using high-frequency words and as much detail as possible.

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information - *Professionelles*

[Present pertinent information about yourself](#)

Please record yourself giving pertinent information about yourself (e.g. your favorite leisure time activities, your real or ideal routine during the week, at night, in the mornings, on the weekend, and your job or college experience, etc.), using high-frequency words and as much detail as possible.

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 1-2 minutes.

Activity 3: Exchanging Information - *Rollenspiel*

Practice with partner(s) (interpersonal activity)

Taking the previous activity as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
- Show interest and enthusiasm / empathy / sincerity by responding with details and contrasts to topics such as your favorite leisure time activities, your real or ideal routine during the week, at night, in the mornings, on the weekend, and your job or college experience, etc.), using high-frequency words and as much detail as possible.

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Use gestures, Pantomime
I don't understand my partner	Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Look up more phrases to express interest, enthusiasm, and empathy as well as likes / dislikes and simple ways to agree or disagree.

- Look up more words for high-frequency experiences (work, college, leisure time activities) and ask your partner(s)

Das Netz A

Learning Objectives

In these activities, you show that you can:

- give general information using the German “man”
- identify similarities and differences between two types of questions (with regards to language and culture)
- interpret short texts and a video and identify relevant information about the use of social media in the US and Germany and how to speak about it in general terms
- access the real-world career-oriented website [xing](#) in German and create your personal profile
- communicate with others in spoken conversation on topics related to the use of social media, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are reviewing information and discuss with someone from a German speaking country.

20. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
21. You share about your interests, likes/dislikes, and habits related to social media, using high-frequency words.
22. You ask and answer questions using German.

Tools

Vocabulary

- das Internet / das Netz
- die Leute / die Gruppe / man
- benutzen / nutzen
- eigentlich / vielleicht / natürlich
- besonders / wichtig
- schicken / teilen / bleiben

- sehen / verstehen
- so ... wie

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Open-ended questions vs. yes/no questions, i.e. question-word- vs. verb-first-questions	<u>Wie</u> findest du Xing? vs. <u>Hast</u> du ein Xing-Profil?
General statements using “man”	In Deutschland benutzt man mehr WhatsApp.
Comparisons with “so ... wie”	Das Netz ist in Deutschland so wichtig wie in den USA.

Cultural Knowledge

Note the following information:

Fact	Effect
Using the “man” form	Making general, broad statements
Comparing social media use in the US and Germany	Demonstrating your ability to differentiate between cultures and identifying similarities
Using high-frequency words	Identifying high-frequency activities and experiences

Tasks

Activity 1: Interpreting Information

f) Listening/viewing/reading

In preparation for the upcoming conversational part, please listen to and view these videos and take written notes using the questions below:

[Nicos Weg: Ein Video mit “man”](#)

[Die populärsten Medien \(D\)](#)

[Social Media \(US\)](#)

g) Interpreting Information

Please write down notes to the following prompts:

- The individuals in the video episode of Nicos Weg communicate with general statements using “man” – note the patterns and word order for your own use.
- What relevant information is shared on the websites about Germans’ and Americans’ use of social media?
- What general similarities and differences can you identify for Germans’ and Americans’ use of social media, using the German “man”?

These notes will naturally lead you to do the following activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information - *Professionelles*

Present pertinent information about yourself

Using your notes from the previous activity, please access the Germany-based career-oriented social networking site [xing](#) and create your personal profile.

What relevant information do you want to share about yourself in a career-oriented social networking site?

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activity as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves

- Ask questions and answer in a variety of formats with as much detail as possible using high-frequency words
- Share about your own and others' habits related to social media (which media do you use, how often do you access them, and for what purpose? How do your own activities compare to general practices in the US and Germany)?
- Share about your experience creating a personal profile (on Xing, etc.)
- Show interest and enthusiasm / empathy
- Say goodbye, depending on whether you'll see each other again

This activity should take you 3-5 minutes to prepare and your conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Use gestures, Pantomime
I don't understand my partner	Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Look up more high-frequency words to describe your social media activities and experiences.
- Ask for your partner's social media contact information (Facebook, Instagram, LinkedIn, Xing, WhatsApp, etc.) so that you can keep in touch. [Not sure how I am supposed to ask that in German: "Was ist deine Facebookseitenadresse?" Suggestion: Ask what social media platform(s) your partner is using (Facebook, Instagram, LinkedIn, Xing, WhatsApp, etc.), present one or two posts using high frequency vocabulary and structures you have learned so far, and connect so that you can keep in touch.]
- Research how much use of social media is too much and what to do about it.

Das Netz B

Learning Objectives

In these activities, you show that you can:

- give information about yourself and your real or ideal family in German
- identify differences by asking questions with “Welch-... ?” and by answering with “Dies-“, “Jed-...” and “Alle...”
- interpret infographics about federal aid available to families and students in the U.S. and in Germany
- compile relevant information for your use
- present the information in a recording
- exchange the information above in a conversation with peers
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German speaking country in a context that is not clearly informal, e.g. a career fair, a lecture hall, or where there is a significant age or status difference between you and the other person.

23. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
24. You determine if you should ‘duzen’ (using the informal ‘du’) or ‘Siezen’ (using formal ‘Sie’); note: in German the person of higher rank or older age will determine.
25. You share about your origin, where you live, what you do, using high-frequency words.
26. You exchange phone numbers.
27. You say goodbye depending on whether you’ll see each other again; note: “Bis später” only works if you really will see each other again. If you use it, the other person will likely say “Ach ja? Wann?”

Tools

Vocabulary

die Familie / die Beziehung	die Eltern, der Vater, die Mutter, das Kind, der Sohn, die Tochter, der Bruder, die Schwester, das Mädchen, der Junge
“Welch-...”	“Dies-“, “Jed-...”, “Alle...” and “Viele...” “Alles...”, “Vieles...”
das Internet / das Netz	die Leute / die Gruppe / man benutzen / nutzen / schicken / teilen / bleiben / sehen / verstehen
die Details	eigentlich / vielleicht / natürlich / besonders / wichtig / so ... wie / interessant / schön / gut / fair
die Studiengebühren (plural)	tuition cost
die Lebenshaltungskosten (plural)	cost of living
das BaFöG	German equivalent of federal support for students with financial needs
das Kindergeld	Federal support for families with a child / children
sein	to be
In Deutschland sind meine Studiengebühren €...	In Germany, the my tuition costs are €...
bekommen, erhalten	to receive
Ich bekomme BaFöG in Deutschland.	I receive federal student support in Germany.
Wir bekommen Kindergeld.	We receive financial support for families with children.

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Gendered nouns and articles / demonstrative pronouns / question words	Welches <u>e</u> System ist fair? – Dieses <u>e</u> System? vs. Welche <u>e</u> Leute bekommen Geld? – Diese <u>e</u> Leute? vs. Welcher <u>e</u> Staat zahlt mehr Geld? – Dieser <u>e</u> Staat?
Comparisons mit “mehr”, “so... wie”	In den USA zahlt man <u>mehr</u> Studiengebühren (<i>tuition</i>).

	In Deutschland bekommt man nicht <u>so</u> viel Geld <u>wie</u> in den USA.
Statements and questions	Ich habe eine Frage. Ist das ok? Sagen wir du?

Cultural Knowledge

Note the following information:

Fact	Effect
Studiengebühren und Lebenshaltungskosten / Unterhaltskosten	For students, tuition and Cost of Living expenses are generally much lower in Germany than in the US
Kindergeld	In Germany, families with children may receive financial aid.

Tasks

Activity 1: Interpreting Information - *Medien*

h) Listening/viewing/reading

In preparation for the upcoming activities, please review these websites and take written notes using the questions below:

[US Federal Financial Aid](#) vs. [BaFöG](#)

[Cost of Attendance at KSU](#) vs. [Cost of Living-Comparisons](#) vs. [Cost of Living-Deutschland](#)

[Tuition \(highest\) in the world](#) vs. [Tuition \(lowest\) in the world](#)

[Kindergeld](#)

i) Interpreting Information

Please write down notes to the following prompts:

- How much federal support can a student with financial needs get in Germany vs. in the US?
- What relevant information do the websites share about cost of living and tuition?
- What relevant information does the website [Kindergeld](#) share about federal financial support of families with children and young adults?
- Think about your own family (real or imagined). Please write down who is in your family. Jot down a few details to describe each family member as well, using high-frequency vocabulary you have learned so far.
- Go back to the information about federal aid you compiled above. How much money would your real or imagined family receive per year?

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please record yourself giving pertinent information about your real or imagined identity as a student who is

- eligible for federal financial aid in the US vs. in Germany
- studying and having cost of living expenses at a US vs. a German university
- a member of a family in the US vs. Germany

Please use high-frequency words and provide as much detail as you can.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activity as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves.

- Share about your real or imagined family using high-frequency words and giving as much detail as possible.
- Ask about relevant real or imagined experiences with being a student in Germany vs. the US (e.g. federal financial support, tuition, cost of living, work, etc.) using high-frequency words and giving as much detail as possible.
- Show interest and enthusiasm / empathy.
- Say goodbye, depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

This activity should take you 3-5 minutes to prepare and your conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Use gestures, Pantomime
I don't understand my partner	Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Research further on what financial support may be available to you in the US vs. Germany.
- Look up more high-frequency words to describe your experiences as a student and family member, e.g. what other activities do you do frequently or occasionally, is that interesting/boring/affordable/expensive...

Das Netz C

Learning Objectives

In these activities, you show that you can:

- interpret short texts and videos and identify relevant information for your use
- identify, name and present activities and aspects of friendship – in German
- identify, name, and present similar and different views about the transatlantic relations between the US and Germany – in German
- describe how these aspects relate to your own real or imagined relationships by using high-frequency words, nicht and kein, and “Dies-“, “Jed-...” and “Alle...”
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German speaking country in a context that is not clearly informal, e.g. a school event, a study abroad fair, a post-lecture networking event, or where there is a significant age or status difference between you and the other person.

28. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
29. You determine if you should ‘duzen’ (using the informal ‘du’) or ‘Siezen’ (using formal ‘Sie’); note: in German the person of higher rank or older age will determine.
30. Share about your real or ideal relationships and what you know about US-German relations - in German using high-frequency words and giving as much detail as possible.
31. Ask about relevant real or imagined experiences with others and what you do together (as individuals or as nations) and what you don’t do together using high-frequency words “nicht” and “kein-“ and giving as much detail as possible.
32. Show interest and enthusiasm / empathy.
33. You say goodbye depending on whether you’ll see each other again; note: “Bis später” only works if you really will see each other again. If you use it, the other person will likely say “Ach ja? Wann?”

Tools

Vocabulary

die Beziehung	der/mein Partner, die/meine Partnerin mein Mann, meine Frau mein Freund, meine Freundin mein bester Freund, meine beste Freundin ein Freund von mir, eine Freundin von mir der Bekannte, die Bekannte, die Bekannten (pl.)
High-frequency adjectives and adverbs	fast / ok / glücklich / schwer / ein paar / noch / zusammen / ein bisschen / etwas / ganz / gar nicht / gern / interessant / kurz / lang / schlecht / viel

Grammar and Structures

These grammatical structures can help you in this conversation.

Structure	Usage
High-frequency verbs with Nominativ: sein, heißen, bleiben, werden	Ich heiße... Bist du...? Man bleibt... Wir werden... Wir werden Freunde. Die USA und Deutschland bleiben Freunde.
Identifying similarities/differences: using "nicht" and "kein-" for "not" and "not any"	Er ist <u>nicht</u> nett. Er ist <u>kein</u> Freund von mir. Ich habe <u>keine</u> Zeit. Ich finde die Musik <u>nicht</u> schlecht. Die Amerikaner sind <u>nicht</u> so direkt wie die Deutschen.

Cultural Knowledge

Note the following information:

Fact	Effect
Bekannte / Freunde	In German culture, people distinguish between acquaintances and friends according to how close they are: they tend to have fewer friends

	and rather strong ties; Americans tend to describe even a fairly casual acquaintance as a friend.
Mein Freund/meine Freundin vs. ein Freund/eine Freundin von mir	The first set identifies your romantic relationship partner vs. the second set's identifier of "a friend of mine" as just a good friend (see above for more terms).
Wir sind zusammen. Ich bin mit ... zusammen. Wir sind nicht mehr zusammen.	Expresses that you are in a committed (romantic) relationship. Expresses that you're no longer together.

Tasks

Activity 1: Interpreting Information

d) Listening/viewing/reading

View these videos and view these websites (by just skimming) using the prompts below.

Videos

- [Philipp Poisel: Freunde](#)
- [Si es amor](#)

Websites

- [Pew Study on US-German Relationship](#)
- [10 Differenzen USA-Deutschland](#)

e) Interpreting Information

While watching the music videos and skimming through the websites above, please take notes for each prompt to create a mindmap. Prompts for the media resources above:

- What do the music videos communicate visually about friendship and relationships? Jot down as many high-frequency verbs and vocabulary as possible to describe what you see.
- How do the websites describe German-American relations? Jot down as many high-frequency words as possible.

- Expand on the activities shown in the video [Freunde](#) by adding three activities you do with your friends to your emerging mindmap.
- In the music video [Si es amor](#): Can you identify in [the lyrics](#) some of the structures that use “nicht” and “kein-“ as Larsito and Mandy sing about their relationship? Incorporate them into your emerging mind map.
- Choose three aspects of friendship you discovered while working with the music videos that also exist in your life, which three aspects do not?
- After having skimmed through the two websites [Pew Study on US-German Relationship](#) and [10 Differenzen USA-Deutschland](#), what are three ways in which Germans and Americans are similar to each other, and what are three ways in which they differ from one another?

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Use the mind map you created, the aspects of your life that you would like to share, and to present pertinent information about yourself.

- Based on your selection of friendship aspects above, please record yourself giving pertinent information about yourself and your real or imagined relationships (e.g. about what you do (not) do together, what you like / dislike about them and / or your (shared) activities, and/or your favorite / ideal experiences), using high-frequency words, nicht and kein, and as much detail as possible.

And:

- Please record yourself giving pertinent information about the transatlantic German-American relationship (e.g. about three ways in which Germans and Americans are similar to each other, and about three ways in which they differ from one another) using high-frequency words and as much detail as possible.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activities as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
- Show interest and enthusiasm / empathy / sincerity by responding with details and contrasts to discuss the topics of relationships:
 - Share about your own personal real or imagined relationships using high-frequency words and as much detail as possible by asking and answering each other's questions
 - Share about similarities and differences between Germans and Americans based on what you learned about German-American relations

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 2-3 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Use gestures, Pantomime
I don't understand my partner	Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Listen to more German music and play a game at the same time, e.g. with [Lyrics.Game](#)
- Look up more phrases to express interest, enthusiasm, and empathy as well as likes / dislikes and simple ways to agree or disagree, and to affirm and negate statements.
- Look up more words for high-frequency experiences (about what you do as part of pertinent relationships, what you like / dislike about them, and about your favorite / ideal experiences) using high-frequency words and as much detail as possible.
- Ask your partner(s) about these topics.

Das Netz D

Learning Objectives

In these activities, you show that you can:

- give information about your likes and dislikes related to networking in German
- speak about websites and how they present information on the role of networking
- interpret what short texts and videos communicate about what individuals like / dislike about networking.
- Ask others about relevant real or imagined experiences with networking using three different types of questions
- Communicate relevant information about yourself and about your networking strategies using high-frequency words and as much detail as possible
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German speaking country in a context that is not clearly informal, e.g. a school event, a study abroad fair, a post-lecture networking event, or where there is a significant age or status difference between you and the other person.

34. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
35. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
36. Share about your real or ideal networking strategies and what you know about US-German similarities and differences when it comes to networking - in German using high-frequency words and giving as much detail as possible.
37. Show interest and enthusiasm / empathy.
38. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

Beziehungen: Vitamin B	das Beispiel / zum Beispiel (z.B.) die Person, die Personen beruflich / nichts / neu / wahr denken / meinen / finden
Question words and Question tags	Wer / was / wann / wie / warum / wo / woher / wie viel / wie viele / welch- ? , nicht wahr? / , oder?

Grammar and Structures

These grammatical structures can help you in this conversation.

Structure	Usage
Question words and word order: Open Qs [Question word] + [Verb] + [Subject] + [Rest]	Warum -Welche professionelle PLattform benutzen die Deutschen viel Xing?
Verb-first questions: Yes/no Qs [Verb] + [Subject] + [Rest]	Hast du ein Profil auf Xing?
Tag questions: [Subject] + [Verb] + [Rest] + [Tag]	Du hast ein Profil auf Xing, nicht wahr?

Cultural Knowledge

Note the following information:

Fact	Effect
Beziehungen / Vitamin B / Networking	In German culture, people distinguish between <i>Beziehungen haben</i> (having connections or an “in” in the pursuit of career goals) and networking (the intentional development of personal contacts to develop connections that support career goals); Vitamin B is a synonym for

	the former and considered by some as a derogatory term and ethical issue, similar to nepotism.
Three ways to ask questions	When your goal is conversation, open-ended questions (with question words) are best, because verb-first questions can give you simply yes/no answers and much less on which to build. Tag questions can be perceived as presumptive, confrontational, or rhetorical and thus not as sincerely expressive of your interest in an authentic conversation.

Tasks

Activity 1: Interpreting Information

j) Listening/viewing/reading

Take a look at these websites:

[6 Tipps zu Networking](#) (Once you are at the site, scroll down to the section of 6 Tipps: What can you understand with the words you know and what are you able to guess for the rest?)

[Social Networking for Jobs](#) (Once you are at the site, scroll down to the infographic and note the following: Where do most US-jobseekers go to network? Is it the same for men and women? What differences and similarities between the two can you describe with the words you know?)

[Mit sozialen Medien zum Job](#) (Once you are at the site, scroll down to the bar graph and compare to the infographic on US jobseekers: What differences and similarities between the two images can you describe with the words you know?)

f) Interpreting Information

Please write down notes to the following prompts:

- What do you understand the German websites to communicate about networking? Use high-frequency words to identify relevant details.

- What does the infographic communicate about what individuals are doing in the US? Is it different for men and women? Is it different from what job seekers in Germany might do?
 - What relevant information do you want to share about yourself and about your networking strategies, your views on the importance of building a network, etc.? Use high-frequency words and as much detail as possible.
- These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes and your selection of relevant information from the previous activity, please prepare a recording of yourself including the following:

- Summarize pertinent information about the websites reviewed, i.e. three German tips for effective networking activities, and two main differences in regards to networking platforms; use high-frequency words and as much detail as possible
- Talk about your experience with networking, e.g. what professional platforms you are using and not using, and which tips you think are good or not so good
- State your interpretation of German-American similarities or differences

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activities as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourself, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.

- Show interest and enthusiasm / empathy / sincerity by responding with details and contrasts to the topic of networking - and your real or imagined experiences with networking as well as German-American similarities when it comes to networking.
- Use the three types of questions and high-frequency words to exchange as much detail as possible.

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Use gestures, Pantomime
I don't understand my partner	Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Play some games and expand your vocabulary on occupations:
[Goethe.Ü1](#)
[Goethe.Ü2](#)
[Goethe.Ü3](#)
- Create short sentences about your family members' occupations using high-frequency family vocabulary, high-frequency verbs, and coordinating conjunctions. Also include you family member's interest (athletic, musical, boring...)
- Look up words to create questions that express interest and elicit detailed information from your partner(s).
- Look up more words for high-frequency experiences (networking, job searches, work and/or college experiences, leisure time activities) and ask your partner(s)

Der Tag A

Learning Objectives

In these activities, you show that you can:

- distinguish between countable and non-countable items (as in many vs. much) - using the German high-frequency words “viel” vs. “viele” and “etwas” vs. “einige”
- identify similarities and differences between Germans’ and Americans’ cultural attitudes and activities on a typical Sunday
- interpret short texts and a video and identify relevant information about the use of the popular activity “I spy....” involving colors
- communicate with others in spoken conversation on topics related to Sunday activities, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans for a typical Sunday but with someone from a German speaking country in mind.

39. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
40. You determine if you should ‘duzen’ (using the informal ‘du’) or ‘Siezen’ (using formal ‘Sie’); note: in German the person of higher rank or older age will determine.
41. You share about your interests, likes/dislikes, and habits related to Sunday routines and activities, using high-frequency words.
42. You engage with each other in a popular activity “Ich sehe etwas, was du nicht siehst...” using German.
43. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
44. You say goodbye depending on whether you’ll see each other again; note: “Bis später” only works if you really will see each other again. If you use it, the other person will likely say “Ach ja? Wann?”

Tools

Vocabulary

die Aktivitäten	essen / schlafen / brauchen / halten / nehmen / laufen / singen / sprechen / spielen /
die Farben	schwarz - weiß / rot - blau / grün - ...
die Details	echt / genau / erst / dann / nie / immer / interessant / wichtig / gut / schlecht / fair /

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
stem-changing verbs with changes in stem vowel in 2 nd and 3 rd person sg. only	schlafen: du schläfst, er schläft lesen: du liest, sie liest laufen: du läufst, es läuft nehmen: du nimmst, man nimmt
Describing countable and non-countable items using “viele” and “einige” vs. “viel” and “etwas”	Viele Leute essen am Sonntag Brunch. Einige trinken am Nachmittag nur Kaffee. Viel Zucker im Kaffee ist nicht gut. Etwas Zucker im Kaffee ist nicht schlecht.

Cultural Knowledge

Note the following information:

Fact	Effect
Using different forms for countable and non-countable items	Making accurate statements about high-frequency words; understanding that “etwas” can be abbreviated to “was”
Identifying typical Sunday routines and practices in the US and Germany	Demonstrating your ability to differentiate between cultures and identifying similarities;

	becoming better prepared to function on your own in a German-speaking environment, whether it's with Germans here or while you're abroad.
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Tasks

Activity 1: Interpreting Information

k) Listening/viewing/reading

In preparation for the upcoming conversational part, please listen to and view these videos and take written notes using the questions below:

[Nicos Weg: "Ich nehme..."](#)

[Nicos Weg: "Ich sehe etwas..."](#)

Next, google the phrase "Ich sehe etwas cartoons" and click on the tab for images. Select three images and comment on them in the activity below.

l) Interpreting Information

Please write down notes to the following prompts:

The individuals in the video episode [Nicos Weg: "Ich nehme..."](#) are getting ready to order pizza – something that many Germans might do on a typical Sunday. Note the forms of the high-frequency verb "nehmen" for the English equivalent "I take" – then write out your own order for your own use.

The individuals in the video episode [Nicos Weg: "Ich sehe etwas..."](#) play the popular children's game "I spy...". Playing games with friends or family is also a popular activity for Sundays. Note the structure for the game's prompt and the colors – then write out your own for your own use.

Once you have identified three cartoons from your google search of the phrase "Ich sehe etwas cartoons", note some details in German using high-frequency words and as much detail as possible.

These notes will naturally lead you to do the following activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activities, please share what kind of pizza you would order and how you would say that in German.

Next, briefly describe the three images you found in your google search “Ich sehe etwas cartoons” and how you liked/disliked them.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activities as a guide, engage in a brief conversation with partners covering the following topics:

- Greet your partners and introduce yourselves, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should ‘duzen’ (using the informal ‘du’) or ‘Siezen’ (using formal ‘Sie’); note: in German the person of higher rank or older age will determine.
- Imagine that you are getting ready to order pizza, share your choice and summarize what the others are ordering.
- Play the game “I spy...” with your partners taking turns – whoever “got it” goes next.
- Share with one another what plans your making for a typical Sunday. Take turns pretending to be a person from a German-speaking country sharing what you can and cannot do.

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Look it up, use its opposite with "nicht" or "kein-" use gestures, Pantomime
I don't understand my partner	Repeat the word you don't understand and inflect at the end to indicate it's a question. Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Research and note additional things that you would (or could not) do on a typical Sunday in Germany. You might be surprised!
- Formulate your opinion about what you find out – do you like / dislike what the Germans do?
Why might they have decided to have these conventions?

Der Tag B

Learning Objectives

In these activities, you show that you can:

- describe concepts with additional details - using adjectives in German
- identify similarities and differences between Germans' and Americans' cultural attitudes and activities on a typical Sunday (e.g. shopping, going to church, going to vote, watching a soccer game)
- interpret short texts and a video and identify relevant information about what Germans do on a Sunday – and what they don't do
- communicate with others in spoken conversation on topics related to the Sunday activities, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans for a typical Sunday, but with someone from a German speaking country in mind.

45. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
46. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
47. You share about your interests, likes/dislikes, and habits related to Sunday routines and activities, using high-frequency words.
48. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
49. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

die Familie / die Freunde am Sonntag	der Besuch – besuchen die Kirche – glauben – Gott die Bewegung – draußen die Ruhe – stören
“Wann....?”	manchmal – oft – früh – nie – selten – am Morgen – am Vormittag – am Nachmittag – am Abend um ... Uhr von ... bis... / ... Stunden dauern

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
General statements	lange schlafen: Man schläft ... lange zusammen essen: Man isst ... zusammen spazieren gehen: Man geht ... spazieren Kaffee trinken: Man trinkt ... Kaffee laufen gehen: man geht ... laufen
Combinations with “gehen”	einkaufen gehen – schwimmen gehen – wandern gehen joggen gehen – in die Kirche gehen – wählen gehen
Adjectives and Nouns w/ der-words, w/ ein-words, and w/out articles	Das ist der alte Mann / die junge Frau / das kleine Kind Das ist ein alter Mann / eine junge Frau / ein kleines Kind alter Mann / junge Frau / kleines Kind

Cultural Knowledge

Note the following information:

Fact	Effect
Germany is a fairly secular country	Many Germans do not go to church on a regular basis; many German churches do not provide programs and social support systems like many churches do in the US (e.g. Sunday school, Wednesday night services, child care, etc.)
Elections in Germany	Elections are held on Sundays in order to allow most voters to cast their ballots without having a work day schedule conflict
Sunday is "Ruhetag"	Many businesses are not open on Sundays and people are using it to catch up with friends and family or to engage in leisure time activities

Tasks

Activity 1: Interpreting Information - *Medien*

m) Listening/viewing/reading

In preparation for the upcoming activities, please review these websites and take written notes using the questions below:

[Shoppen am Sonntag?](#)

[Statistik: Online Shoppen](#)

n) Interpreting Information

Please write down notes to the following prompts:

- Based on the infographic [Shoppen am Sonntag?](#) - How do Germans feel about stores being open on Sundays? What is the difference between younger and older Germans?
- Based on the infographics in [Statistik: Online Shoppen](#) - What relevant information does the website share Germans' practices related to online shopping? When do they do it, what do they purchase?
- How does this information compare to your experience? How would someone else in your family or friend circle answer?

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please record yourself giving pertinent information about your real (or imagined) opinions about stores being open on Sundays and practices related to online shopping.

Please use high-frequency words and provide as much detail as you can.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activity as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partners and introduce yourselves, sharing information on name, origin, what you do, like / dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
- Imagine that you are making plans for a typical Sunday. Take turns pretending to be a person from a German-speaking country sharing what you can and cannot do (consider details such as going to church, going shopping, going to a restaurant, going to watch a soccer game, going to vote, doing yard or house work, going for a walk, etc.).
- Share your opinion (likes / dislikes) about these cultural conventions in Germany

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Look it up, use its opposite with "nicht" or "kein-" use gestures, Pantomime
I don't understand my partner	Repeat the word you don't understand and inflect at the end to indicate it's a question. Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Research and note additional things that you would (or could not) do on a typical Sunday in Germany, in GA, and in the US. You might be surprised by what you find out!
 - Formulate your opinion about what you find out: Do you like / dislike these rules and conventions?
 - Why might they have come about? Do / did they make sense for the people?

Der Tag C

Learning Objectives

In these activities, you show that you can:

- give information about yourself and your real or ideal activities and experiences on a typical Sunday - in German
- describe high-frequency experiences with separable prefix verbs
- interpret short texts and videos and identify relevant information for your use
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German speaking country in a context that is not clearly informal, e.g. a school event, a study abroad fair, a post-lecture networking event, or where there is a significant age or status difference between you and the other person.

50. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
51. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
52. Share about your real or ideal routines on a Sunday and what you know about US-German differences related to what people do and do not do. Use high-frequency words in German and giving as much detail as possible.
53. Ask about relevant real or imagined past experiences related to weekend routines and use high-frequency verbs "haben" and "sein" to express as much detail as possible.
54. Show interest and enthusiasm / empathy.
55. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

Sonntagnachmittag	das Gespräch – die Sache ein*laden – bringen gemeinsam – zusammen der Weg – zu Fuß das Haus – der Hund langsam – schnell wieder – überhaupt gefallen: Das gefällt mir (nicht) gut finden: Das finde ich (nicht) toll / schlecht
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Grammar and Structures

These grammatical structures can help you in this conversation.

Structure	Usage
High-frequency separable prefix verbs	an*fangen – an*kommen – auf*stehen – aus*gehen – ein*laden – mit*bringen – zurück*kommen
Describing experiences in the past with “haben” and “sein” using forms of “hatt-“ and “war-“	Ich <u>war</u> am Sonntag müde. Ich <u>hatte</u> viel Spaß auf der Party. Du <u>warst</u> da. Du <u>hattest</u> auch viel Spaß. Das Wetter <u>war</u> ideal.
Using “man”, the impersonal you	Man steht spät auf.

Cultural Knowledge

Note the following information:

Fact	Effect
You might really need something on a Sunday	In German culture, people with an emergency need can still go shopping at smaller convenience stores, gas stations, train stations, and airports. Some cafés and restaurants will be open, and all pharmacies will take turns to offer night and weekend emergency services. However, keep in mind that regular stores and the mall are closed on Sundays.

You might not know what not do on a Sunday	In principle, all noisy activities are <i>verboden</i> (prohibited) during Sundays, holidays and during quiet days (weekdays during the night and during the lunch hours). But, if you talk to your neighbors and check the (written) house rules, some things might be <i>erlaubt</i> (permitted).
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Tasks

Activity 1: Interpreting Information

g) Listening/viewing/reading

In preparation for the upcoming activities about German rules for Sundays, please view these videos. Also, please take some written notes using the questions below.

- [Geschichte Sonntagsruhe](#)
- [Was erlaubt ist](#) vs. [Was nicht erlaubt ist](#)
- [Apotheken Notdienst Münster](#)

h) Interpreting Information

Please write down notes to the following prompts:

- In the video [Geschichte Sonntagsruhe](#): Please note three of the reasons (by piecing images and audio together) for why *Sonntagsruhe* was implemented as a rule in Germany?
- In the videos [Was erlaubt ist](#) and [Was nicht erlaubt ist](#) relevant information for what is allowed and prohibited is shared. Please note three details (by piecing images and audio together) using high-frequency words and as much detail as possible.
- With the help of the website [Apotheken Notdienst Münster](#), find out where you will find a pharmacy in the city of Münster if you were to have an emergency
- Note how many emergency pharmacies are available in Münster on the day of your search. Next check out how many are available the day after. Are they the same?

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself

Based on your notes from the previous activity, please record yourself summarizing the above. Your summary should contain the following:

- three historic aspects about the history of Sundays in Germany
- three activities that are *verboten* on Sundays, and three that are *erlaubt*
- the number of pharmacies that are available to you on two consecutive days.
- Please use high-frequency words and as much detail as possible.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activities as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
- Show interest and enthusiasm / empathy / sincerity by responding with details and contrasts to discuss the topics of relationships:
 - Share about what you gleaned from the videos and website, using high-frequency words and as much detail as possible by asking and answering each other's questions
 - Share about similarities and differences between Germany, GA, and the US based on what you learned from the sources
- Take turns and allow everyone to build on what you said or to ask questions.

This activity should take you 3-5 minutes to prepare and your presentation and conversation should last about 2-3 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Look it up, use its opposite with "nicht" or "kein-" use gestures, Pantomime
I don't understand my partner	Repeat the word you don't understand and inflect at the end to indicate it's a question. Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- How about a virtual day trip on Sunday? Here are some recommendations for ["Sonntagsausflüge" in Switzerland](#): Look at the pictures and click on the one that interests you spontaneously. Enjoy the journey!
- Look up more phrases to express interest, enthusiasm, and empathy as well as likes / dislikes and simple ways to agree or disagree, and to affirm and negate statements.
- Look up more words for high-frequency experiences and activities related to weekend routines, using high-frequency words and as much detail as possible.
- Ask your partner(s) about these topics and formulate your own opinion about the cultural similarities and differences between Germany and the US as they relate to cultural conventions and practices.

Der Tag D

Learning Objectives

In these activities, you show that you can:

- give information about yourself and your real or imagined likes and dislikes related to a very popular Sunday evening TV show in Germany- in German
- describe high-frequency experiences with separable prefix verbs
- interpret short texts and videos and identify relevant information for your use
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German speaking country in a context that is not clearly informal, e.g. a school event, a study abroad fair, a post-lecture networking event, or where there is a significant age or status difference between you and the other person.

56. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
57. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
58. Share about your real or ideal routines on a Sunday evening and what you know about US-German differences related to what people do and do not do. Use high-frequency words in German and giving as much detail and contrast as possible.
59. Show interest and enthusiasm / empathy.
60. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

die Meinung sagen	das Gefühl – das Problem stimmen – das stimmt – genau finden – meinen – richtig – falsch jemand – niemand viel / viele – wenig /wenige verschieden – anders – offen – frei finden: Das finde ich (nicht) gut gefallen: Das gefällt mir (nicht) und – oder – aber – denn – sondern
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Grammar and Structures

These grammatical structures can help you in this conversation.

Structure	Usage
Review of negation using “nicht” (not) and “kein-” (not any)	Diese Apotheke ist heute <u>nicht</u> offen. Das ist <u>keine</u> Apotheke – das ist ein Supermarkt.
Placing “nicht” before the item it negates, except when it negates the verb entirely: Then “nicht” goes to the end.	Wir gehen <u>nicht</u> heute Abend aus, sondern morgen Abend. Ich verstehe das alles <u>nicht</u> . Mir gefällt Tatort <u>nicht</u> .

Cultural Knowledge

Note the following information:

Fact	Effect
Germans tend to like their routines	In German culture, people tend to favor reliable routines rather than spontaneity – although young people are evidently more open and flexible than older folks. The TV show “Tatort” is an example for the longevity of cultural practices

	– it's been around for decades, and for many people, the Sunday murders and crime stories are a must not miss.
Germans tend to have more free time	Granted there are exceptions to every rule, but Germans tend to value their work-free time and enjoy filling it with their interests and the friend- and family-relationships they maintain.

Tasks

Activity 1: Interpreting Information

i) Listening/viewing/reading

View these websites (by just skimming) to note pertinent information in support of the prompts below:

- [Tatort: Ein Kult-Krimi](#)
- [Tatort: Public Viewing](#)
- [12 Dinge am Sonntagabend](#) (once you have accessed the website, scroll down to the photo slides and click through the sequence, skimming to see what you can glean from piecing together the images and the captions)

View these videos to see what they communicate about two episodes in the series

- [Tatort Trailer](#) und [Tatort Trailer](#)

j) Interpreting Information

Please write down notes to the following prompts:

- Having accessed the website [Tatort: Ein Kult-Krimi](#), what information do you have about how old and long-lasting the series is on German TV? What new activity do the producers offer the fans for summer 2020 to celebrate the anniversary?
- Having accessed the website [Tatort: Public Viewing](#), what information do you have about how many public viewing sites there are in and around Berlin? What do you think about watching an episode in a public setting?

- Having accessed the website [12 Dinge am Sonntagabend](#), what information do you have about how many Germans spend their Sunday evening – when they don't watch *Tatort*? What do you think about the activities named? Which of them are (not) part of your Sunday evening? Why (not)?
- In reviewing the video trailers [Tatort Trailer](#) und [Tatort Trailer](#), why (or why not) might you become a fan watching this crime show? Each episode takes place in a different German city, but the city's investigators remain a constant. Is this something that might appeal to you?

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself

- Please record yourself giving pertinent information based on the prompts above, using high-frequency words and as much detail as possible.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activities as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
- Imagine that you are making plans for a typical Sunday evening. Take turns pretending to be a person from a German-speaking country and share what you may want to do as part of your real or ideal Sunday evening routine. Argue with details why watching

Tatort together is (not) a good idea, and what you may (not) want to do instead. Use high-frequency words to express likes/dislikes, your opinion and disagreement, and come to a mutually acceptable compromise or solution.

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 2-3 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Look it up, use its opposite with "nicht" or "kein-" use gestures, Pantomime
I don't understand my partner	Repeat the word you don't understand and inflect at the end to indicate it's a question. Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- More Tatort, this time at the Goethe-Institut Dänemark in Copenhagen, Denmark. Watch the [video](#) and listen attentively: What can you understand? Jot down a word list of all the words you can understand. You will be surprised about what you can already understand!
- Research: Is there a Goethe-Institut in your area? Where? What activities are offered that you may be interested in?
- Look up more phrases to express interest, enthusiasm, and empathy as well as likes / dislikes and simple ways to agree or disagree, and to affirm and negate statements.

- Look up more words for high-frequency experiences (about what you do as part of pertinent activities and experiences, what you like / dislike about them, and about your favorite / ideal experiences) using high-frequency words and as much detail as possible.
- Ask your partner(s) about these topics and formulate your opinions.

Das Essen A

Learning Objectives

In these activities, you show that you can:

- distinguish between traditional German food in different regions of Germany
- summarize the preferences and attitudes towards the kind of food Germans eat and buy
- identify similarities and differences in naming traditional German food items in the DACH countries
- demonstrate your consideration for cultural similarities and differences related to food preferences in a cross-cultural context
- interpret short texts and a video and identify relevant information about frequently consumed foods
- communicate with others in spoken conversation on topics related to food, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans for a typical meal but with someone from a German-speaking country in mind.

61. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
62. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
63. You share about your interests, likes/dislikes, and habits related to food and meals, using high-frequency words.
64. You prepare by making a list of different items that you need in a meal - using German.
65. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
66. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

international - national	europäisch – amerikanisch deutsch – österreichisch – Schweizer französisch - italienisch
typisch – unterschiedlich - anders – möglich	aus*sehen: es sieht (nicht / sehr) gut aus an*bieten: die deutsche Küche bietet [?] an es gibt dort [?]

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
nehmen + [Accusative] sehen + [Accusative] brauchen + [Accusative]	Ich nehme <u>esse</u> <u>eine</u> Pizza und <u>einen</u> Salat. Du siehst die Wurst und <u>den</u> Käse. Wir brauchen <u>den</u> Wein und das Bier.
Es gibt + [Accusative]	Es gibt <u>den</u> Speck und <u>den</u> Kuchen. Es gibt die Wurst und das Brot.
Es gibt + zum [meal]	Was gibt es zum Abendessen?

Cultural Knowledge

Note the following information:

Fact	Effect
Saying “Mahlzeit” as a mid-day phrase when you go to lunch	“Mahlzeit” means literally a meal, but it is also an informal mid-day phrase especially with older people in a professional setting.
Like any national cuisines, traditional German cuisine also uses readily accessible and available items	Traditional German cuisine may have pork, potatoes and beans more so than fruits and vegetables that don’t grow in Northern Europe. Germans are changing, however, becoming increasingly more vegetarian and, of course, amenable to international cuisines that immigrants and international trade and travel have made popular.

Tasks

Activity 1: Interpreting Information

o) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following websites and note words and images that communicate information about prevalent foods:

[Typisch Deutsch](#) (once you have accessed the site, scroll to the map of Germany)

Next, please listen to and view this video and take written notes using the questions below:

[So isst Deutschland](#)

Finally access the website [Kulinarisches](#) to begin to appreciate the dialectal differences between German, Austrian, and Swiss terms for high-frequency foods; take notes in response to the prompts below.

p) Interpreting Information

Please write down notes to the following prompts:

The map on the website [Typisch Deutsch](#) shows typical, traditional, regional foods. How many times do you see the words “Speck” and “Wurst”? If you don’t know what they mean, please look them up. Please note the translation and whether you think that in your culture there is a similar prevalence? What else can you observe about the items on the map?

In response to the video [So isst Deutschland](#), please note the high-percentage attitudes and practices by Germans. Focus on three that are of interest to you, translate the terms if you need help, and note if these preferences are similar to your own - or different from your own or people you know.

Finally access the website [Kulinarisches](#) to begin to appreciate the dialectal differences between German, Austrian, and Swiss terms for high-frequency foods; take notes in response to these prompts by writing down the Austrian and Swiss equivalents to the German high-frequency words:

Brötchen

Kartoffel

Kohl

Mais

Sahne

These notes will naturally lead you to do the following activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activities, please share what observations you have made about “typical” German foods and Germans’ attitudes about food, using as much detail as possible - in German.

Next, briefly describe your observations on the differences between high-frequency foods in German, Austrian and Swiss German.

Lastly, comment on how your findings compare to similarities and differences in regards to attitudes toward and the naming of foods in the US.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activities as a guide, engage in a brief conversation with partners covering the following topics:

- Greet your partners and introduce yourselves, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should ‘duzen’ (using the informal ‘du’) or ‘Siezen’ (using formal ‘Sie’); note: in German the person of higher rank or older age will determine.
- Imagine that you are getting ready to prepare a meal. Based on your notes and observations, collaborate to craft a shopping list for a meal. Which items might you want to put on this shopping list – if you want to respect a German visitor’s preferences?
- Take turns pretending to be a person from a German-speaking country sharing what you want to see on the list.

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Look it up, use its opposite with "nicht" or "kein-" use gestures, Pantomime
I don't understand my partner	Repeat the word you don't understand and inflect at the end to indicate it's a question. Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Research and note additional things that you would want to include for a typical meal with a German.
 - Formulate your opinion about what you found out – do you like / dislike what the Germans do?
Why might they have these preferences and conventions?

Das Essen B

Learning Objectives

In these activities, you show that you can:

- Identify typical food items for different meals of the day
- describe these food items with additional details by using adjectives in German
- identify similarities and differences between Germans' and Americans' cultural attitudes and activities related to eating together (etiquette, typical meals for typical times)
- interpret short texts and a video and identify relevant information about what Germans do when it comes to shared meals
- communicate with others in spoken conversation on topics related to food activities, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans for a meal but with someone from a German speaking country in mind.

67. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
68. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
69. You share about your likes/dislikes, and habits related to similarities and differences between Germans' and Americans' cultural attitudes and activities related to eating together (etiquette, typical meals for typical times), using high-frequency words.
70. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
71. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

der Garten – die Küche – der Spaß – der Rest – das Wasser	kaufen – kochen – verbinden -
mindestens – ungefähr – gleich	manchmal – oft – früh – nie – selten – gleich am Morgen – am Vormittag – am Nachmittag – am Abend um ... Uhr von ... bis... / ... Stunden dauern
die Mahlzeit zusammen	Guten Appetit! Das ist sehr gut – schmeckt lecker Das finde ich nicht so gut – das schmeckt nicht so gut Ich esse [?] (nicht) gern – Isst du [?] so gern wie...? Das macht man nicht – das macht man so...

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Prepositions with accusative case	durch: sie laufen durch den Garten für: wir machen eine Party für den Gast aus Deutschland gegen: wir sind gegen den Fettanteil in Fast Food ohne: diese Mahlzeit ist gut – auch ohne den Zucker um: Beim Kochen geht es um den Geschmack
Adjectives and accusative nouns w/ der-words, w/ ein-words, and w/out articles	Ich sehe den alten Mann / die junge Frau / das kleine Kind einen alten Mann / eine junge Frau / ein kleines Kind alten Wein / frische Milch / kaltes Wasser Zum Frühstück gibt es kalte Butter.
Describe etiquette	Man nimmt nicht den Löffel für den Fisch.

Cultural Knowledge

Note the following information:

Fact	Effect
Saying “Guten Appetit!” when you eat with others	Germans tend to not start eating a meal with others before saying “Guten Appetit!”
Typical meals	Traditionally, the largest meal was cooked for lunch and contained the staples of starch, meat, and vegetables. As German society has become more mobile and members of a household might not be able to come together for lunch, things have changed, and people forego the full meal during the day for lighter fare.
Shopping for food	When shopping for food in German-speaking countries, many Americans encounter surprises: you have to bring or pay for bags, you have to bag the groceries yourself, and refrigerators tend to be much smaller. Also, remember that the grocery store is usually closed on Sundays. Plan accordingly.

Tasks

Activity 1: Interpreting Information

q) Listening/viewing/reading

In preparation for the upcoming activities, please review these websites and take written notes using the questions below:

Also, please view these videos:

[Essen: Frühstück](#)

[Essen kochen](#)

[Tisch-Manieren](#)

r) Interpreting Information

Please write down notes to the following prompts:

Based on the video [Essen: Frühstück](#), note the words for typical food items for breakfast. If you don't know them, look them up. Also write down an appropriate adjective for each food item.

In the video [Essen kochen](#), you learn about ingredients for pizza – jot down three things you hear and see, or identify alternatives. Now, also write down fitting adjectives for these food items. Finally, see the video [Tisch-Manieren](#) - what three details might you want to note regarding Germans' practices related to table manners? What do they do that seems relevant/surprising/or silly to you – and why?

How does the information in the videos compare to your own practices or experiences? How might someone else in your family or friend circle answer?

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

[Present pertinent information about yourself](#)

Using your notes from the previous activity, please record yourself describing your real or imagined favorite breakfast, lunch or dinner, giving detailed information about what food items you eat. Please also share your real (or imagined) preferences about meals together with others and the etiquette connected with food.

Please use high-frequency words and adjectives in order to provide as much detail as you can.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activity as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partners and introduce yourselves, sharing information on name, origin, what you do, like / dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
- Imagine that you are talking about plans for or having an actual meal together. Talk about your likes / dislikes of the food you eat and the rules governing how to do so. Take turns pretending to be a person from a German-speaking country sharing what one ("man") should and should not do.
- Share your own opinion (likes / dislikes) about these cultural conventions in Germany.

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 1-2 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Look it up, use its opposite with "nicht" or "kein-" use gestures, Pantomime
I don't understand my partner	Repeat the word you don't understand and inflect at the end to indicate it's a question. Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Create games with index cards: Draw 10 food items on 10 index cards. Write the German nouns for each item on another set of 10 other index cards, including the article. Mix all cards and play memory.
- Variation: Create another memory game: Draw adjectives on 10 memory cards, and write the German words on 10 additional cards. Play memory.
- Up a notch: Put the nouns in one pile, and the adjectives into another, Take a card from each stack and combine, e.g. kalt + die Butter = die kalte Butter or Das ist die kalte Butter.
- Up two notches: Accusative: Create another memory game for transitive verbs: Draw 10 pictures symbolizing 10 verbs on 10 index cards, and write the German verb on another set of 10 index cards. Play memory until you memorize all verbs. Then combine the verbs, adjectives, and nouns: pick a card with a verb, one with an adjective, and one with a noun. Combine, e.g. nehmen + frisch + der Apfel = Ich nehme einen frischen Apfel. Say it out loud and write down the (silly) sentence.
- Research and note additional things that you would eat, or check out a menu from a typical restaurant in Germany, or a German restaurant near you. You might be surprised by what you find out.
- Research more about table manners. Formulate your opinion about what you find out: Do you like / dislike these rules and conventions?
- Why might they have come about? Do / did they make sense for you / the people in Germany?

Das Essen C

Learning Objectives

In these activities, you show that you can:

- give information about yourself and your real or ideal activities and experiences related to fast food - in German
- interpret short texts and videos and identify relevant information on the fast food practices in Germany and in the US.
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German speaking country in a context that is not clearly informal, e.g. a school event, a study abroad fair, a post-lecture networking event, or where there is a significant age or status difference between you and the other person.

72. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
73. You determine if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
74. Share about your real or ideal routines and experiences related to fast food and what you know about cultural differences in connection with the topic between people in the US and German-speaking countries. Use high-frequency words in German and giving as much detail as possible.
75. Engage in a simulated exchange at a fast food restaurant from arriving and ordering to paying and leaving. Use high-frequency words to express as much detail as possible.

Tools

Vocabulary

Fast Food und Cafés	Ich bekomme – Was kostet...? – Das kostet... Das macht [?] Euro(s) und [?] Cent
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	Das Geld – die Karte – zahlen Magst du...? – Ich mag... ? finden: Das finde ich (nicht) toll / schlecht nehmen – holen – tragen - geben fertig – dick – zunehmen
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Grammar and Structures

These grammatical structures can help you in this conversation.

Structure	Usage
Accusative pronouns	Ich liebe <u>es</u> – ich liebe dich – sie liebt ihn – er liebt sie – Zu viele Big Macs machen <u>uns</u> dick
mögen – gern haben – lieben gefallen (for items other than food) schmecken (for food)	Ich <u>mag</u> Schokolade. Er <u>hat</u> sie gern. Eltern <u>lieben</u> ihre Kinder. Der Film / das Sweatshirt gefällt mir. Das Essen <u>schmeckt</u> super.
es gibt	In Deutschland gibt es

Cultural Knowledge

Note the following information:

Fact	Effect
Use of bread	Germans love their bread varieties and typically prefer a heavier, grainier type of bread that they eat in open-faced sandwiches for breakfast and often also for dinner
Fast Food	In many German cities you find US fast food restaurants. However, Germans also have their own versions of fast food such as sausage, döner and pretzel stands, and restaurants such as <i>Nordsee</i> and <i>Vapiano</i> that offer healthier varieties.

Tasks

Activity 1: Interpreting Information

k) Listening/viewing/reading

View these videos to see typical structures to use when ordering and paying for food:

Nicos Weg: [Bäckerei](#) vs. [Markt](#) vs. [Pizza](#)

View these websites to see information about popular fast food in Germany:

[Fast Food Ranking Deutschland](#)

[Döner](#)

l) Interpreting Information

Please write down notes to the following prompts:

In the videos [Bäckerei](#) vs. [Markt](#) vs. [Pizza](#), you see individuals ordering and paying for food. Please write down ~~note~~ the relevant structures (by piecing images and audio together) for the transactions.

In the websites [Fast Food Ranking Deutschland](#) and [Döner](#), you are introduced to the most popular fast food items in Germany. Please write down ~~note~~ three details using high-frequency words and as much detail as possible.

Activity 2: Presenting Information

[Present pertinent information about yourself](#)

Please record yourself giving your opinion (likes and dislikes) about fast food, paying particular attention to similarities and differences between Germany and the US and between the information you learned and your own (real or imagined) practices and experiences. Please use high-frequency words and as much detail as possible.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information - *Rollenspiel*

Practice with partner(s) (interpersonal activity)

Taking the previous activities as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
- Show interest and enthusiasm / empathy / sincerity by responding with details and contrasts to discuss the topics of fast food:
 - Share about what you gleaned from the videos and website about fast food in Germany and similarities and differences between Germany and the US, GA, your own experience. Please use high-frequency words and as much detail as possible.
 - Assign to each other the roles of server and customer in a fast food restaurant of your choice. Using pertinent structures from greeting and ordering to paying and leaving, complete the role-play by asking and answering each other's questions.

This activity should take you 3-5 minutes to prepare and your presentation and conversation should last about 2-3 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Look it up, use its opposite with "nicht" or "kein-" use gestures, Pantomime
I don't understand my partner	Repeat the word you don't understand and inflect at the end to indicate it's a question. Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Create a shopping list with items you currently need. Feel free to look up relevant vocabulary. Sort all items: Write down where you would buy them.
- Watch this [video](#) (from start until 2:07) and write down all expressions you recognize: Listen carefully since some characters have a bit of a dialect. Also, look up the words for any items that spark your interest.
- Look up more phrases to express interest, enthusiasm, and likes / dislikes and simple ways to agree or disagree, and to affirm and negate statements.
- Look up more words related to getting you your favorite foods, using high-frequency words and as much detail as possible.
- Research more information on fast food in Germany, such as *Currywurst*, *Frikadellen*, etc. , or about the café culture in German-speaking countries. Begin to formulate your own opinion about the cultural similarities and differences between Germany and the US as they relate to cultural conventions and practices.

Das Essen D

Learning Objectives

In these activities, you show that you can:

- interpret infographics and short texts and identify relevant information for your use
- compare and share information about the calory intake in the US and Germany and other countries
- critically evaluate infographics from different sources, by giving examples for discrepancies and missing information
- develop and present arguments pertaining to food access based on information about calory intake in different countries
- communicate by addressing an audience and by interacting with others in spontaneous spoken conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are collaborating with a group of German-speaking in a context that is clearly informal. You introduce yourselves to each other by name, what you are studying, and ask how you are.

76. Share pertinent information about calory intake in different countries of the world and what you know about US-German differences related to what people eat and do not eat. Use high-frequency words in German and give as much detail and contrast as possible.
77. Show interest and enthusiasm / empathy for the other person's arguments.
78. Compile a list of arguments to be presented in a conference.
79. You say goodbye to your partner and thank him/her for the good work.

Tools

Vocabulary

die Meinung sagen	das Gefühl – das Problem stimmen – das stimmt – genau finden – meinen – richtig – falsch jemand – niemand
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	viel / viele – wenig /wenige verschieden – anders – offen – frei finden: Das finde ich (nicht) gut gefallen: Das gefällt mir (nicht)
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Grammar and Structures

These grammatical structures can help you in this conversation.

Structure	Usage
Adjectives with Nominative and Accusative with der-words and with ein-words and without article	Der <u>grüne</u> Salat ist besser als die <u>dicke</u> Suppe. Ich mag den <u>grünen</u> Salat – aber nicht die <u>dicke</u> Suppe. Ein <u>grüner</u> Salat ist besser als eine <u>dicke</u> Suppe. Ich mag einen <u>grünen</u> Salat – aber keine <u>dicke</u> Suppe. <u>Grüner</u> Salat ist besser als <u>dicke</u> Suppe. Ich mag <u>grünen</u> Salat – aber nicht <u>dicke</u> Suppe.
Placing “nicht” before the item it negates, except when it negates the verb entirely: Then “nicht” goes to the end.	Wir essen nicht heute Pizza, sondern morgen. Ich esse das alles <u>nicht</u> . Ich mag fetten Braten überhaupt <u>nicht</u> .

Cultural Knowledge

Note the following information:

Fact	Effect
Germans tend to like healthy, fresh foods	In German culture (and in Europe generally), health and well-being are deemed important, and the diet is a huge part of it. Hence all foods are closely monitored by supervisory offices for their content and potentially detrimental ingredients.
Germans tend to like being slender	While there is obesity in the DACHL countries, young people, in particular, tend to be concerned

	with being healthy and fit. Older generations may still recall the post-WWII era of poverty and hunger, but young Germans have likely never experienced a dearth of food.
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Tasks

Activity 1: Interpreting Information - *Medien*

m) Listening/viewing/reading

View these websites (by just skimming) to note pertinent information in support of the prompts below:

- [Kalorien in der Welt](#) (note the map's legend to understand the color-coded information)
- [Kalorien: Mehr als genug](#) (once you have accessed the website, skim the text and scroll down to the map and infographic, noting to see what you can glean as additional information)
- [Kalorien: So viele sind genug](#) (once you have accessed the website, scroll down to the interactive evaluation by filling in your real or imagined personal numbers, noting what your recommended caloric intake is)

n) Interpreting Information

Please write down notes to the following prompts:

Having accessed the websites [Kalorien in der Welt](#) and [Kalorien: Mehr als genug](#), what information do you have about the places with the most and least caloric intakes and how do these relate to the US and Germany? How do the maps differ, and what information do the maps not provide?

Having completed the self-assessment on the website [Kalorien: So viele sind genug](#), how does the information compare to what is said about the US in the websites above?

These notes will naturally lead you to do the following speaking activities. Use the vocabulary, grammar and structures, and cultural knowledge to talk about yourself and to engage with your partners.

Activity 2: Presenting Information

Present pertinent information about yourself and the world

- Please record yourself giving pertinent information based on your notes in response to the prompts above, using high-frequency words and as much detail as possible.

This activity should take you 3-5 minutes to prepare and your presentation should last about 1-2 minutes.

Activity 3: Exchanging Information

Practice with partner(s) (interpersonal activity)

Taking the previous activities as a guide, engage in a brief conversation with a partner covering the following topics:

- Greet your partner(s) and introduce yourselves, sharing information on name, origin, what you do, like /dislike etc.
- Decide if you should 'duzen' (using the informal 'du') or 'Siezen' (using formal 'Sie'); note: in German the person of higher rank or older age will determine.
- Imagine that you are collaborating to give a presentation to the UN on the similarities and differences in the distribution of food access in the world. Identify the main message that you want to communicate. Next, design a logical sequence for the information in support of your message based on the notes related to the activities you completed above. Now, identify equal speaking parts to all. Take turns speaking based on this outline. Argue with details why your message is important and how it relates to you, to the US and to Germany. Use high-frequency words to express likes/dislikes, your opinion and disagreement, and come to a conclusion.

These activities should take you 5-10 minutes to prepare and your collaborative presentation should last about 2-3 minutes.

Take-Aways

Self-Reflection

Ask yourself what went well, where you or your partner(s) struggled to communicate, and how you could improve next time. To help you keep speaking in German, try these strategies:

Problem	Strategies
I don't know a word	Look it up, use its opposite with "nicht" or "kein-" use gestures, Pantomime
I don't understand my partner	Repeat the word you don't understand and inflect at the end to indicate it's a question. Ask for repetition with the phrase "Wie bitte?"

Digging Deeper: Follow-up Activities

- Watch this video and write down all words and expressions you recognize: [Nicos Weg Folge 68 Ist das gesund](#)
- Make a list of items for a healthy fruit or vegetable smoothie. Write down the calories for each ingredient to figure out how many calories one glass of your smoothie would have. For inspiration: Watch this video (from start until 1:48): [Obst mit Frau Mümmel](#)
- Look up more words and phrases to describe information on maps and infographics, to express likes and dislikes and simple ways to agree or disagree, and to affirm and negate statements.