

German 1002 Course Materials

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Das Auto A

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as *Perfekt* tense;
- interpret short texts and videos and identify relevant information about German holidays;
- communicate with others in scripted presentations and unscripted conversations on topics related to German holidays.

Tools

Vocabulary

Topic	Words and Phrases
Regional differences	der Norden, der Süden, der Osten, der Westen die USA: die Südstaaten, die Nordstaaten
Holidays	der Feiertag – feiern – der Ruhetag – ruhig das Verbot – verbieten – erlauben
Comparisons	damals, letzt-, schon, heute, heutzutage, neulich historisch, traditionell, modern der Unterschied – im Vergleich – ändern

Grammar and Structures

Structure	Usage
<i>Perfekt</i> tense	grillen: Ich habe...gegrillt. shoppen gehen: Ich bin...shoppen gegangen. feiern (<i>to celebrate</i>): Ich habe...gefeiert.
Simple past tense (use this only for the common verbs <i>haben</i> and <i>sein</i>)	sein: Ich war zu Hause. Wir waren im Park. haben: Ich hatte eine Party mit meinen Freunden. Wir hatten viel Spaß zusammen.
Opinions	finden: Ich finde es (nicht) gut.

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Cultural Knowledge

Fact	Effect
Germany was not a unified country until 1871. Each of its 16 states has unique cultural traditions and linguistic patterns.	Not all holidays are celebrated in every state because some are more traditionally Catholic and others are more traditionally Protestant. Therefore, shops may be closed in Mainz on a Catholic holiday but not across the Rhine river in Wiesbaden, which is in a more Protestant state.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

In preparation for the upcoming activities, please review these websites:

[What is Karfreitag?](#)

[Was ist Carfreitag?](#)

Interpreting Information

Please write down notes to the following prompts:

- What does each “holiday” celebrate?
- What is restricted on *Karfreitag*?
- Where does each name come from?

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to a German audience about an American holiday that is unfamiliar to Germans or has different traditions in the U.S. than in other countries such as Memorial Day, July 4th, Labor Day, Halloween, Thanksgiving, or Black Friday.

Please use high-frequency words and provide as much detail as you can. Also use *Perfekt* tense to describe what you did last year on the holiday you chose.

This activity should take you 10 minutes to prepare and your presentation should last about 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:

- In German-speaking countries, Sundays and both secular and religious holidays often include prohibitions on the types of activities one can do, with many loud activities restricted, most stores closed by law, and most people staying at home or spending time outdoors. In the U.S., by contrast, our holidays are often our biggest shopping days and many low-wage employees have to work.
- Share your opinion (likes / dislikes) about these cultural conventions in both countries.

This activity should take you 10 minutes to prepare and your conversation should last about 3-5 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

- Review [this table](#) which lists the official holidays and which states celebrate them (i.e., paid time off work, stores closed, etc.). How does this list differ from the U.S.? What does it tell us about Germany as a country?

- Click on one or more of the individual holidays [listed](#) for a specific article about it. Read it, then report on the holiday: date, purpose, ways of celebrating, etc.

Das Auto B

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as ordinal numbers.
 - interpret short texts and videos and identify relevant information about drivers' licenses, car-buying, and/or public transportation options.
 - communicate with others in scripted presentations and unscripted conversations on topics related to drivers' licenses, car-buying, and/or public transportation options.

Tools

Vocabulary

Topic	Words and Phrases
Car buying	kaufen, verkaufen, herstellen das Auto, der Gebrauchtwagen, das Modell
Drivers' License	der Führerschein, die Fahrschule
Descriptions	schwach – stark, modern – traditionell, zufrieden – unzufrieden
Flavor words	na ja
Transportation types	das Auto, die Bahn (der Zug), die Bus, die Straßenbahn, die S-Bahn das Carsharing

Grammar and Structures

Structure	Usage
<i>Perfekt</i> tense	kaufen: Ich habe...gekauft.

	gehen: Ich bin...gegangen. fahren: Ich bin...gefahren.
Ordinal numbers	Erstens geht man... Zweitens lernt man... Drittens...

Cultural Knowledge

Fact	Effect
Drivers' licenses are expensive in Germany as are cars generally.	Some people never get them, particularly those who live in big cities with ample public transportation and, among older Germans in particular, women. It's not uncommon for a household to have only one car and possibly only one driver. Less than 25% of households have more than one car according to the Environmental Ministry .

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

In preparation for the upcoming activities, please review one of these websites:

[Führerscheinkosten: das kommt auf Sie zu \(ADAC\)](#)

[Text and video. Note: video allows slower playback]

[Das kostet der Führerschein in Deutschland \(Handelsblatt\)](#)

[Erstes Auto kaufen \(Allianz\)](#)

Interpreting Information

Please write down notes to the following prompts:

- First two links: What are the required steps to get a drivers' license in Germany? How much does each cost?
- Last link: What criteria should one consider when buying a first car? What bureaucratic steps does one need to take after buying it?
- Add vocabulary words to the table above based on your reading. What specific words related to drivers' licenses and car-buying have you discovered?

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to a German audience about how the process of getting a drivers' license or buying a first car differs in the U.S. Take them through the steps, costs, etc. If you're presenting about buying a first car, add personal information about your first car in the past tense (*Perfekt*: ich habe einen...gekauft. Es hat...gekostet.) Some examples of phrasing can be found in the "Digging Deeper" activities below. In either case, use the ordinal numbers to organize your presentation (erstens, zweitens, etc.).

Please use high-frequency words and provide as much detail as you can. Also use *Perfekt* tense to describe what you did last year on the holiday you chose.

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:

- Cities in the U.S. like Atlanta are known for their traffic. Germany has plenty of traffic (*Stau, Verkehr*) as well, but most German towns and cities have reliable, affordable, and convenient transit options. The fact that most people live in apartments makes the typical German town or city much smaller and public transit more convenient. Looking at the range of transit options in the vocabulary section above, discuss with your partner which transit options: (1) your town/city (or hometown) have; (2) which you think it should have (*ich möchte...*) and why. Then discuss generally which transit options you think are best and why, remembering to use ordinal numbers to rank them (erstens, zweitens, etc.).

This activity should take you 10 minutes to prepare and your conversation should last about 3-5 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

- Your first car: everyone remembers it, everyone has a story. Practice your reading and listening skills by reviewing one or more of these links below. Then compose your own brief presentation about your first (or only!) car using the last link as a model. (Note: that link is a slide-show: advance to the third slide and beyond for short, written models). Or use the 2 questions (in green) in the first link to start a conversation with your partner:
- [Mein erstes Auto \(Ergo Blog\)](#)
- [Mein erstes Auto \(feierabend.de\)](#)
- [Mein erstes Auto \(Solinger Tageblatt\)](#)
- [Video: Mein erstes Auto, mit Schauspieler Til Dertmeider](#)
- [Video: Mein erstes Auto, mit Steffen Wink](#)
- [Mein erstes Auto war ein... \(RP-Online\)](#)

Das Auto C

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as ordinal numbers.
 - interpret short texts and videos and identify relevant information about the impact of travel on the environment.
 - communicate with others in scripted presentations and unscripted conversations on topics related to the impact of travel on the environment.

Tools

Vocabulary

Topic	Words and Phrases
Environment	die Umwelt, umweltfreundlich
Nature	die Luft, die Natur, der Wald, das Wasser, der Wind
Pollution	die Verschmutzung, verschmutzen

Grammar and Structures

Structure	Usage
Ordinal numbers	Erstens reisen 40% mit... Zweitens...
Dative prepositions	ab, aus, außer, bei, mit, nach, seit, von, zu Seit 1990 macht man... Wenn man mit der Bahn fährt... Außer dem Flugzeug sind alle Verkehrsmittel...

Cultural Knowledge

Fact
During the divided era (1949-89), East Germany contributed significantly to pollution although the extent was largely hidden until 1990. Inefficient cars such as the Trabi were just one example. Learn more about it in the linked video.
Germany is known for being a land of recycling and sustainability, but also a land of car-lovers. Sound contradictory? Read more about recycling at Deutsche Welle .

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

In preparation for the upcoming activities, please read one of the eight sections of this article about the impact of travel on the climate. Your teacher may choose to have you work in pairs:

[“Reisen, Verkehrsmittel und deren Klimabilanz”](#)

Interpreting Information

Please write down notes to the following prompts:

- Identify the main idea of each paragraph
- Identify two supporting facts / statistics for each main idea
- Add vocabulary words to the table above based on your reading. What specific words related to environmentalism have you discovered?

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to the class your findings. Focus on 5 facts or statistics from your reading section.

Please use high-frequency words and provide as much detail as you can. Use ordinal numbers (*erstens, zweitens, drittens, viertens, fünftens*) to organize your presentation.

This activity should take you 10 minutes to prepare and your presentation should last about 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

- Compare the climate impact of four different types of family trips, each using a different transportation method by clicking on "Datei herunterladen" on the site "[Vier Familien, vier Urlaubsszenarien.](#)"
- Look at the list of "[10 Umweltprobleme unserer Zeit.](#)" Identify one of interest, read it, and take notes on the description of the problem, its causes (*Ursachen*), possible solutions (*Lösungen*). Note that each issue is described in 3 paragraphs, one for each of the above aspects. Present an overview of this one issue to your classmates. Include a few sentences about why you chose this particular issue.
- Browse the "[Umwelt im Unterricht](#)" website for other topics of interest, perhaps for an extra credit presentation.

Das Auto D

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as *Perfekt* tense and questions.
- interpret short texts and videos and identify relevant information about road trips and road movies
- communicate with others in scripted presentations and unscripted conversations on topics related to road trips and road movies.

Tools

Vocabulary

Topic	Words and Phrases
Geography	der Berg (-e), die See/der See, die Küste, das Meer, der Wald, die Stadt, die Großstadt, das Dorf, das Land
Trips and adventures	der Campingplatz, die Fahrt, das Hotel, die Polizei, die Reise, der (Um)weg gefallen, helfen, passieren, planen, übernachten unerwartet, die Überraschung, überraschen, ändern
Departures, stops, destinations	abfahren, anhalten, ankommen von...bis: von Atlanta bis New York über: von Atlanta bis New York über Charlotte und D.C.

Grammar and Structures

Structure	Usage
<i>Perfekt</i> tense	anhalten: Wir sind in Charlotte angehalten. übernachten: Wir haben in einem billigen Hotel übernachtet.

W-words (questions)	Wer...? (Wer ist mit Ihnen nach Florida gefahren?) Wann...? Wie...? Wie viel...? Wie viele...? (Wie viele Tage hattest du in Florida?) Wo...? Warum...?
Ordinal numbers	Erstens sind wir... Zweitens... Drittens...

Cultural Knowledge

Fact	Effect
Germany taxes gasoline heavily but German cars are also very fuel efficient. Germany is also much smaller than the U.S.—a bit more than twice as large as Georgia.	Check out historical gas prices for different countries or current gas prices in Germany. Remember that there are 4 liters in a gallon! While a 5-hour road trip can be expensive, you can cross the country in that time (often, at much higher speeds).

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

There is a tradition of road movies in German-speaking countries as there is in the USA. In preparation for the upcoming activities, please watch one or more of these film trailers:

[Friendship! \(2008\)](#)

[Vincent will Meer \(2010\)](#)

[Tschick \(2016\)](#) (contains sexual content)

Interpreting Information

Please write down notes to the following prompts:

- Describe the main characters
- Why do they go on a road trip? What is their goal?
- What problems do they encounter?

Activity 2: Interpreting Information

Listening/viewing/reading

Memorable road trips share similar characteristics such as spontaneity and good company. Watch this video and make notes about the:

[7 rules of a successful road trip](#)

Interpreting Information

Please write down notes to the following prompts:

- What are the 7 rules of a successful road trip?
- Which ones do you agree with and/or follow?

Activity 3: Presenting Information

Using your notes from the previous activity, please record yourself presenting about a road trip you would like to take. Discuss your destination, why you chose it, whom you would travel with and why, stops you'd make along the way, etc. Organize your presentation with a picture and ordinal numbers (*erstens...*, *zweitens...*).

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

This activity should take you 10 minutes to prepare and your presentation should last about 2 minutes.

Activity 4: 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:

- Traditionally, a road trip movie focuses less on the destination and more on the adventures and mishaps along the way. Ask your partner about a road trip they have taken in the past: destination, stops along the way, who went with you, what vehicle you took, problems or adventures encountered, etc. Your partner should ask follow-up questions with the W-words above.
- What does a successful road trip include in your opinion? Which of the 7 rules do you agree with? Which do you disagree with? Which would you add to the list?

This activity should take you 10 minutes to prepare and your conversation should last about 3-5 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

- Germans love their cars and road trips too. Explore this list of the [top-9 road trips in Germany](#) and decide which one you'd like to take. Use the links marked "Mehr Infos" for additional images and details. (An [alternate list](#) features four themed road trips: wine, volcanos, the Alps, or fairy tales.) Then present your choice to a partner and discuss why you chose it in a short conversation. Ask your partner follow-up questions about their choice too.
- If you prefer a different type of road trip—on a bicycle—Germany has many options for you as well. [These](#) are some of the best.

Die Heimat A

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as modal verbs and appropriate word order.
- interpret short texts and videos and identify relevant information about what *Heimat* means.
- communicate with others in scripted presentations and unscripted conversations on topics related to what *Heimat* means.

Tools

Vocabulary

Topic	Words and Phrases
Heimat	der Aspekt, die Gesellschaft, die Idee, der Kontakt, der Ort, die Rolle darstellen, geboren besonder-, falsch, fremd, richtig, traditionell

Grammar and Structures

Structure	Usage
Modal verbs	können, müssen, wollen
Word order in statements (S-V)	Ich denke...
Word order in yes/no-questions (V-S)	Denkst du...?
Word order in open-ended questions (W-V-S)	Was denkst du...?

Cultural Knowledge

Note the following information:

Fact	Effect
<i>Heimat</i> is a term with a long history, with both cultural and political connotations. It has meant different things at different times. “Heimat” (Wikipedia)	Although the interviewees below speak of personal and positive connotations of <i>Heimat</i> , the word has become re-politicized in 2018 . You should be aware of the negative connotations when speaking about <i>Heimat</i> .

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

In preparation for the upcoming activities, please review one of these websites:

[Der Wert der Heimat \(Text\)](#)

[Filmprojekt „Heimat und Identität“ \(Video\)](#)

[KURIER Straßenumfrage: Was bedeutet "Heimat" für Sie? \(Video\)](#)

[Interviews in Vienna; some dialect]

[Vorarlberg Online: Umfrage zum Thema Heimat \(Video\)](#)

[interviews of K-12 and university students; some dialect]

[Laut gedacht: Umfrage „Was bedeutet Heimat für euch?“ \(Video\)](#)

Interpreting Information

Please write down notes to the following prompts:

- What keywords do the interviewees use to describe what *Heimat* means to them? Is it geographical? Something else? Both?

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting two photos or objects that evoke your own personal concept of *Heimat*. Describe each to your classmates and explain why you associate them with *Heimat*.

Please use high-frequency words and provide as much detail as you can. Use at least three words from your notes in Activity 1.

This activity should take you 10 minutes to prepare and your presentation should last about 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:

- Conversation: Using your notes from activities 1 and 2, reflect on which notions of *Heimat* you find most convincing or appropriate for yourself. The interview your partner about what *Heimat* means to them. You are welcome to recycle questions from the videos and/or develop your own. Ask follow-up questions to promote clarification and expansion.
- These activities should take you 10 minutes to prepare and your presentation and conversation should last about 5 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

- Several of the videos mention that *Heimat* is sometimes used in a politically charged way. Research more about the current and historical uses of the word using these links:
 - ["Why the World Should Learn to Say 'Heimat'" \(NYTimes\)](#)
 - ["Patriotic term 'Heimat' driving new German 'identity politics' \(Alumniportal Deutschland\)](#)
 - [Home is where the Heimat is: Germans bemused by new ministry \(Reuters\)](#)
- Heimat has also played a critical role in literature, film, and TV. Research one or more of these:
 - [Heimat \(TV series, 1984\)](#)
 - [Interview with Edgar Reitz](#)
 - [Heimatsfilm \(film genre, especially 1950s and 60s\)](#)
 - [Heimat \(graphic novel, 2018\)](#)

Die Heimat B

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as modal verbs.
- interpret short texts and videos and identify relevant information about where you live.
- communicate with others in scripted presentations and unscripted conversations on topics related to where you live.

Tools

Vocabulary

Topic	Words and Phrases
Apartment/Home Yard	das Bett, der Boden, das Gebäude, die Kunst, die Nähe, die Wand, die Wohnung der Baum
Home description	beschreiben, zeigen eigen-, kaum, persönlich, privat, das Mal (zum ersten Mal)

Grammar and Structures

Structure	Usage
Modal verbs	dürfen: Was darfst du nicht im Wohnheim machen? mögen: Magst du deine Wohnung? Warum? müssen: Müsst du putzen? können sollen wollen

Cultural Knowledge

Fact	Effect
Germans move much less frequently than Americans. Housing is also more expensive, but also more solidly constructed (usually cinder block walls).	A typical German apartment is not only unfurnished, but basically without fixtures except for the bathroom (College towns may be different). When you move, you literally remove everything that you installed when moving in, including the flooring, the ceiling lamps, and even the kitchen cabinets, counters, and sink. Most lease agreements require you to repaint the walls white.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

“Mein Zuhause” often refers to the apartment, house, or houseboat where one literally lives. If you search “Wohnungstour” on YouTube, you’ll find a whole genre of 10-minute videos showing us around someone’s new apartment. In preparation for the upcoming activities, please review one of these videos and take written notes using the questions below:

[Mein Zuhause: Apartment Tour!](#)

[Unsere neue Wohnung: Wohnungstour](#)

[Wohnungstour: So wohne ich](#)

Interpreting Information

While watching the video(s), gather notes to the following prompts:

- Vocabulary: what names of rooms and objects can you add to the vocabulary table above? Listen, in particular, for things that you have in your own residence (see activity 2 below).
- How do German apartments differ from American ones? The third link, in particular, shows a more typical German apartment in terms of size and furnishings.

Activity 2: Presenting Information

Create your own video or audio recording in the style of the videos above, using these videos as models for how to describe where you live. Use the vocabulary and structures above to help you prepare your presentation.

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

This activity should take you 10+ minutes to prepare and your presentation should last about 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:

- Where do you live? What is your residence like? (location, rooms, furnishings, roommates) What do you like about it? What do you dislike? Where would you prefer to live? What are you (not) allowed to do there (e.g., if living in a dorm)? What do you have to do (e.g., housekeeping, maintenance)? Use modal verbs frequently in your conversation.
- These activities should take you 10 minutes to prepare and your presentation and conversation should last about 5 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

- “Zuhause” literally describes where you live, but the term is also used to evoke emotions of belonging. Check out these music videos that use the term. Please note that you can often find the lyrics below the video by clicking on “show more.” You can also click on the gear icon to slow down the video for easier comprehension:
 - [Georg Stengel, “Mein Zuhause” \(2020\)](#)
 - [Max Giesinger, “Zuhause” \(2018\)](#)
 - [Nena, “Wo ist mein Zuhause” \(2012\); Cover by Kevin Staudt und Sami Badawi](#)
- To learn more about rental contracts in Germany, listen to this [Slow-German episode](#).

Die Heimat C

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as simple past tense and verb negation.
- interpret short texts and videos and identify relevant information about the integration of refugees.
- communicate with others in scripted presentations and unscripted conversations on topics related to the integration of refugees.

Tools

Vocabulary

Topic	Words and Phrases
Refugees and Integration	die Bevölkerung, das Volk die Wahrheit, die Reaktion, die Kritik negative/positiv
	diskutieren, reden, verlassen
	außerdem, deshalb, früher, leider, teilweise

Grammar and Structures

Structure	Usage
Simple past tense (modal verbs)	<i>Er musste...fliehen.</i> <i>Er durfte...spielen.</i>
Negation of verbs	<i>Er durfte nicht...spielen.</i>

Cultural Knowledge

Fact	Effect
Survivors of the Holocaust and many German citizens in the postwar period were the first beneficiaries of this international agreement. Many Germans today were themselves refugees or have grandparents who were.	Many Germans welcomed the arrival of refugees from war-torn countries like Syria starting in 2015. In German, this positive attitude is called <i>Willkommenskultur</i> .

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

In 2015, Germany experienced a historical influx of refugees fleeing worn-torn countries such as Syria. For many of these individuals and families, Germany will become their new home. In preparation for upcoming activities, please review the text and/or video and take written notes using the questions below:

[Heimat und Identität \(BPB\)](#)

Then select one of the 11 numbered films to learn more about the “Refugee 11” soccer team. Each profiles a different player, with a discussion of a different topic related to the life of a refugee such as discrimination, language and education, asylum rights, and integration. (We’ve already watched #5 as part of the link above). Use the questions in bold to the side of each video to get a quick overview and organize your listening and note-taking.

[„The Refugee 11“](#)

Interpreting Information

While reading the text and/or watching the video, gather notes to the following prompts:

- Text: What fears (*Ängste*) and misconceptions do some Germans have about the influx of refugees? What facts counter these fears?
- Text: What feelings and experiences are typical of refugees trying to establish Germany as their new *Heimat*?
- Videos: Who is profiled (name, home country, profession)? Why did they come to Germany? What do they miss? What personal and bureaucratic/legal challenges did/do they face?
- Personal reflection: Have you ever felt foreign or out of place somewhere? How did it feel? What did you do to cope?

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to a classmate a profile of one member of the “Refugee 11” soccer team. Include details about who they are and what they have experienced.

Please use high-frequency words and provide as much detail as you can. Use the simple past form of modals to describe their personal journey and experiences (*Er musste... Er durfte nicht...*).

This activity should take you 10+ minutes to prepare and your presentation should last about 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:

- Using modal verbs, discuss ways in which German government, society, and citizens can support the integration of refugees into society. You’ve already thought about integration scenarios in a university setting in a previous unit. Now think about the bigger picture in your community.
- These activities should take you 10 minutes to prepare and your presentation and conversation should last about 5 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

- There is often confusion about the differences between asylum-seekers, refugees, migrants, and immigrants. Notably, a refugee is a legal status outlined by the 1951 Geneva Convention of the United Nations and recognized by many countries around the world. For more information, check out the [UNHCR webpage](#). For more specific, German-language resources, please see the [“Flucht und Asyl: Grundlagen” \(BPB\)](#).
- Survivors of the Holocaust and many German citizens in the postwar period were the first beneficiaries of this international agreement. For more about German refugees after World War II, see the episode [“The Germans Expelled”](#) from the podcast (English) *Germany: Memories of a Nation*.
- In the Atlanta area, we also have large refugee communities. If you’re interested in learning more about these members of our community and ways to help them, check out the [International Rescue Committee’s Atlanta page](#).
- In Germany, many of the effective integration tools were small initiatives organized by local citizens to align with their own interests and hobbies. For examples from *Der Spiegel*, see: [“Locals Step in to Help Refugees in Need”](#) or [“What a Million Refugees Mean for Everyday Life”](#)

Die Heimat D

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as *kennen* and *wissen*.
- interpret short texts and videos and identify relevant information about acceptance, homesickness, and cultural shock.
- communicate with others in scripted presentations and unscripted conversations on topics related to acceptance, homesickness, and cultural shock.

Tools

Vocabulary

Topic	Words and Phrases
Culture Shock	die Angst, das Ausland, die Erklärung, die Erfahrung, das Herz, der Job, das Leben bald, bisher, dunkel, erst, gleichzeitig, leer, politisch, weg empfinden, erkennen, leiden, wissen

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
kennen	to know a person, place, entity; to be familiar with
wissen	to know a fact

Cultural Knowledge

Fact	Effect
<i>Heimweh</i> is real—it's part of the normal 4 stages of culture shock that everyone experiences when living abroad for a longer duration	Longer study and work abroad experiences result in better learning outcomes and personal development. Tourists, by contrast, do not experience all four stages which are critical to having a complete learning experience.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

We talked in the previous unit about German “Welcoming Culture.” But the experiences of refugees are not all positive. Many miss their home countries and experience challenges and discrimination in Germany. In this unit, we’ll explore *Heimweh*. For a humorous take on mixed reactions toward refugees, watch this video by Syrian filmmaker Firas Alshater who lives in Germany and publishes videos on YouTube under the name “Zukar.” In preparation for the upcoming activities, please watch this video and take written notes using the questions below:

[Wer sind diese Deutschen?](#)

Then watch his conversation with Constantin Schreiber called [“Frag einen Deutschen, Frag einen Araber”](#) for more detailed insights into the two-way street that is integration.

Interpreting Information

After watching the videos above, gather notes to the following prompts:

- Video 1: What did Firas Alshater do to make a public statement about accepting refugees? Reflection: Do you think it was effective? Why (not)?
- Video 2: What questions do German-speakers have about Arabic-speakers living in Germany? And vice versa? How does each respond to those questions?

Activity 2: Presenting Information

In his essay collection *Zungenentfernung* (tongue removal), German author [Zafer Şenocak](#) writes about having moved to Germany from Turkey as a child and migrating from southern to

northern Germany thereafter. One term he uses is “personal geography,” meaning that what makes us feel at home in a place is less the city, state, or country itself and more the associations, memories, and feelings we connect to that place. Hence, for him, everyone has a different “map” even if they live in the same city.

Imagine presenting your hometown or current place of residence to a visiting German exchange student. What would you show them first? What non-touristy sites have the most meaning to you personally? What are the places you will miss when you study abroad? What are the places that evoke the most memories for you when you visit them after having been away for a time? Record yourself presenting 3 sites that are part of your “personal geography.” Use at least one image or object in your presentation.

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

This activity should take you 10 minutes to prepare and your presentation should last about 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:

- *Heimweh* is real—it’s part of the normal [4 stages of culture shock](#) that everyone experiences when living abroad for a longer duration. Discuss with a partner what people, places, things, and activities you will miss most (or did miss most) when studying or working abroad.
- What will you do to stay connected to these parts of your identity while abroad?
- Also discuss what you will *not* miss and what you look forward to, both in terms of places and things, but also in terms of personal growth.

These activities should take you 10 minutes to prepare and your presentation and conversation should last about 5 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

- Discuss For more videos from "[Zukar](#)," check out his YouTube channel.

Der Sport A

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as variable prepositions (accusative and dative).
- interpret short texts and videos and identify relevant information about athletics and recreation at a German university.
- communicate with others in scripted presentations and unscripted conversations on topics related to athletics and recreation at a German university.

Tools

Vocabulary

Topic	Words and Phrases
Human body	der Arm, das Bein, der Körper, die Kraft, der Rücken, die Schulter aktiv, fit, fit bleiben, die Gesundheit, gesund
Sports	das Spiel, Fußball spielen der Sport, der Sportler/die Sportlerin, sportlich, Sport treiben
Names of individual sports	
Frequency of activities	jährlich, monatlich, (nicht) oft, regelmäßig, sportlich, täglich, mehrmals täglich, wöchentlich

Grammar and Structures

Structure	Usage
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Variable prepositions (accusative or dative)	im Fitnessstudio, im Sportzentrum, auf dem Feld, auf dem Sportplatz, in der Turnhalle
Modal verbs	wollen: Willst du am Wochenende ins Fitnessstudio gehen? mögen: Welche Sportarten magst du?

Cultural Knowledge

Fact	Effect
There are no athletic programs at German universities and no scholarship players. There are, however, intramural options—some competitive—and fitness options. And only a few universities offer degrees in sports education, including Paderborn.	German tuition is free and fees are minimal compared to the U.S. where many tuition and fee dollars go to pay for sports scholarships and facilities. The downside is fitness facilities are often basic when compared to American universities.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

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

[Hochschulsport an der Uni Paderborn](#)

Interpreting Information

When you study abroad—for instance, at our partner university in Paderborn—sports is one way to meet new people and stay fit. Please orient yourself with the basics of the fitness offerings at the university using the link above and the right-side navigation box labelled “Sie interessieren sich für”:

- The Gesundheits-Trainings-Zentrum (GTZ): size, hours of operation, cost (*Abo* = membership)

- What sport and fitness options (*Sportangebot*) are currently offered?
- What additional health options (*Benefit*) are provided (online courses, stress prevention, healthy eating, etc.)?
- How COVID-19 has affected course offerings, etc.
- Add new words to the vocabulary table above based on what you find in the individual sport offerings list, such as *Gewicht heben* (to lift weights).

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to a classmate the details (when, where, how much, why) of one of the sport/fitness options listed on the [Sportangebot sub-page](#). Choose the one you would most want to participate in while studying abroad.

Please use high-frequency words and provide as much detail as you can. Use modal verbs to express your preferences.

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:

- What athletic activities they take part in currently (and in the past) and how often
- Why they like these sports/activities
- What sports they like to watch
- What else they do to stay fit and healthy
- What campus health/fitness resources and facilities they use

These activities should take you 10 minutes to prepare and your presentation and conversation should last about 5 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

- Check out additional, fitness-related announcements from the Uni Paderborn on their "[Recharge UPB](#)" Facebook page, including a video tutorial about [pen-spinning](#).

Der Sport B

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as modal verbs.
- interpret short texts and videos and identify relevant information about sports clubs and hobbies.
- communicate with others in scripted presentations and unscripted conversations on topics related to sports clubs and hobbies.

Tools

Vocabulary

Topic	Words and Phrases
Finding a team/club	die Freizeit, das Mitglied, das Team, der Verein, beitreten individuell, der Teamsport, entscheiden, wählen
Costs and benefits of fitness	finanziell, hoch – niedrig, der Preis, die Kosten, leisten die Energie, die Hilfe sich fühlen, gewinnen, sich verletzen
New sports vocabulary	

Grammar and Structures

Structure	Usage
Modal verbs	sollen: Ich soll öfter zum Fitnessstudio gehen. dürfen: Darf man diesen Verein beitreten?

Cultural Knowledge

Fact	Effect
Germany has strict gun laws , but owning a gun for hunting, shooting clubs (sports), and collecting are frequent exceptions.	Many Germans belong to shooting clubs and societies called Schützenvereine .

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

When you study abroad—for instance, at our partner university in Paderborn—sports is one way to meet new people and stay fit. Please orient yourself with the sports clubs in the city. These are not affiliated with the Uni-Paderborn, but many students participate in them. In preparation for the upcoming activities, please review these websites and take written notes using the questions below:

[Sportvereine in Paderborn](#)

Interpreting Information

Please write down notes to the following prompts:

- What sport, where, when, cost, etc.
- Why you want to participate in this particular club
- Add new words to the vocabulary table above based on what you find in the individual sport offerings list, such as *Gewicht heben* (to lift weights).

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to a classmate the details (when, where, how much, why) of one of the city sports club options listed on the webpage. Choose the one you would most want to participate in while studying abroad.

Please use high-frequency words and provide as much detail as you can. Use modal verbs to express your preferences.

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:

- Interview your partner about their hobbies, both past and present and sport-related and non-sport-related.
- Also ask them which new hobbies they would like to try and why?
- Use the modal verbs to express your preferences and abilities.

These activities should take you 10 minutes to prepare and your presentation and conversation should last about 5 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

- The strict gun laws in Germany and the exceptions to those laws have historical reasons. You can learn more about these cultural differences on [Wikipedia](https://en.wikipedia.org/wiki/Gun_laws_in_Germany).

- Shooting clubs in Germany are also different than an American might expect. Competitive sports shooting is only one aspect. To get a flavor for *Schützenvereine* and their distinctive clothing, parades, and rituals, watch the NDR documentary: [Schützenvereine: mehr als schießen, trinken und marschieren?](#)

Der Sport C

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as modal verbs.
- interpret short texts and videos and identify relevant information about attending a professional soccer match.
- communicate with others in scripted presentations and unscripted conversations on topics related to attending a professional soccer match.

Tools

Vocabulary

Topic	Words and Phrases
Sports	das Spiel, Fußball spielen der Sport, der Sportler/die Sportlerin, sportlich, Sport treiben, ein Spiel schauen, das Team der Beruf, beruflich, professionell, der Profi(sportler)/die Profisportlerin, verdienen, der Vertrag die Medien
Planning to attend a match	finanziell, hoch – niedrig, der Preis, die Kosten, leisten entscheiden, schauen, wählen sich freuen auf, sich interessieren für, warten auf (Akk)
Watching a match	das Feld, die Hälfte (erste, zweite Hälfte), die Endzeit, der Fan/der Anhänger, das Team anfeuern erfolgreich, plötzlich additional soccer match related vocabulary

Grammar and Structures

Structure	Usage
Modal verbs	wollen: Willst du zusammen fahren? mögen: Magst du Baseball? sollen: Sollen wir mit dem Bus fahren? dürfen: Darf man alkoholische Getränke mitbringen?

Cultural Knowledge

Fact	Effect
There are no athletic programs at German universities and no scholarship players. There are, however, intramural options—some competitive—and fitness options. And only a few universities offer degrees in sports education, including Paderborn.	German tuition is free and fees are minimal compared to the U.S. where many tuition and fee dollars go to pay for sports scholarships and facilities. The downside is fitness facilities are often basic when compared to American universities.

Tasks

Activity 1: Interpreting Information

[Listening/viewing/reading](#)

While you are studying abroad, you might want to watch a professional soccer match. In this unit, you'll learn all about SC Paderborn 07, a professional team in Paderborn, and its non-professional youth clubs. In preparation for the upcoming activities, please review these websites and take written notes using the questions below:

[SC Paderborn 07](#)

[Interpreting Information](#)

After clicking on the “Arena” and “Teams” tabs at the top of the screen, gather notes to the following prompts:

- The stadium (*der Stadion*): when was it built? how many does it seat? other facts?

- Watching a match: how much do tickets cost? (*Preise*) can one ride public transit to a match and how much does it cost? (*Anfahrt*) what is prohibited to bring to or do at a match? (*Stadionordnung*)
- Teams: how many teams belong to the club SC Paderborn 07? what ages? when does the professional team play? how internationally diverse is the professional team? how much of the racial/ethnic diversity comes from players born in Germany? (*Mannschaft, Nachwuchs, Spielplan*)

Activity 2: Presenting Information

German exchange students are interested in attending professional sports games in the U.S. as well. Using your notes from the previous activity, please record yourself presenting to them the details of attending a professional (incl. minor league) sports game in the U.S., for instance, in Atlanta. How much does it cost? What are the transportation (and parking) options and costs? What can one not bring to or do at a game? When are the games (days, times, seasons)? Include at least one relevant photo in your presentation.

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

This activity should take you 10 minutes to prepare and your presentation should last about 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:

- Role-play: imagine that you and your partner are both studying abroad in Paderborn and want to attend a professional soccer game for SC Paderborn 07. Using the details learned in the previous activities, plan your visit together—including before, during, and after the match—with each of you providing the other information that they did not know. Remind each other of the differences to American sports matches. Use modal verbs frequently to express what is allowed/prohibited (*dürfen*), what you want (*wollen, möchten*), and what you plan to do and bring (*können, sollen*).
- Alternately, the role-play could be between a German and American student, each explaining to the other the basics of attending a professional sports match and asking questions about the differences. Be specific about which game (i.e., sport and team) you recommend attending together and why. Keep in mind that some sports, such as baseball, are unfamiliar to most German-speakers.

These activities should take you 10 minutes to prepare and your presentation and conversation should last about 5 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

- Discuss the pros/cons of professional sports teams sponsoring under-21 athletics (Germany) rather than universities sponsoring U-21 athletics (USA). Use verbs like *finden*, *meinen* and *denken*.

Der Sport D

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as da- and wo-compounds.
- interpret short texts and videos and identify relevant information about sports as an integration tool.
- communicate with others in scripted presentations and unscripted conversations on topics related to sports as an integration tool.

Tools

Vocabulary

Topic	Words and Phrases
	der Plan, die Regierung, der Sommer/Winter, die Welt, das Land bereits, darum, davon, dazu gründen, vorbereiten

Grammar and Structures

Structure	Usage
wo-compounds	Wovor hast du Angst? Neue Menschen kennen lernen?
da-compounds	Ja, ich habe Angst davor.

Cultural Knowledge

Fact	Effect
The German government started the initiative <i>Integration durch Sport</i> over 30 years ago for this very purpose when Germany was experiencing a different type of influx of people, namely from the former East Germany and parts of Eastern and Southeastern Europe.	Many residents of the eastern states of Germany have themselves experienced losing their home country. Nevertheless, these areas demonstrate the most anti-refugee and anti-immigrant sentiment and acts of violence., despite having the fewest numbers of refugees per capita.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

Sports can unite people of different backgrounds—not just exchange students like we’ve previously examined, but also asylum-seekers (*Asylbewerber*) and refugees (*Flüchtlinge*). The German government started the initiative *Integration durch Sport* over 30 years ago for this very purpose when Germany was experiencing a different type of influx of people. Sports clubs in Paderborn take part in this nation-wide initiative. In preparation for the upcoming activities, please review these websites and take written notes using the questions below:

[Integration durch Sport \(Text\)](#)

[Integration durch Sport \(Video\)](#)

Interpreting Information

Please write down notes to the following prompts:

- Text: Who co-sponsors this initiative? What are its goals? How are sports particularly useful for integration? How broad is participation in Germany?
- Video: What are the names, home countries, and sports of the athletes profiled? What personal and societal benefits do sports offer and how have sports helped them thrive in Germany?

Activity 2: Presenting Information

To build upon the previous activity, search for and select one athlete profile of your choice from the website below. In the search box (*Stichwortsuche*), enter either “Podcast” or “Interview” to bring up short text synopses of longer recordings and conversations. Click on “weiterlesen” to see the text. Read one, make notes, and then record yourself presenting the athlete to the class. Include at least one relevant photo in your presentation.

[Podcasts and Interview \(Integration durch Sport\)](#)

Please use high-frequency words and provide as much detail as you can. Focus on the basics: who (age, sport, country) and what benefits sports have brought them

This activity should take you 15 minutes to prepare and your presentation should last about 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:

- Conversation: When German students visit our university in the U.S., they often are looking for ways to become integrated. But integration is a two-way process: both those who are new to the environment and those who are not need to reach out and adapt to the other. With this reciprocal approach in mind and thinking more broadly than sports alone, discuss with a partner ways in which our class can help exchange students experience an authentic sense of belonging here.
- Consider ways in which this integration can begin before the students arrive, endure while they are here, and continue once they’ve returned to their home country.
- Think about both curricular and extracurricular outreach. What activities and events could we offer? How could we help them with academic and campus life? What invitations could we make? What smaller things could we do to adapt to them and help them adapt to us?
- If you’ve already studied abroad, think about what helped you to adapt to the new culture, city, and university? What do you wish you’d done to further integrate? What do wish others had done to welcome you?

These activities should take you 10 minutes to prepare and your presentation and conversation should last about 5 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

- Look up and read additional short-profiles of athletes in the Integration durch Sport initiative using the link and entering "Podcast" in the search box (*Stichwortsuche*). After clicking on "weiterlesen" to see the text synopsis, scroll to the bottom to find a link to the full podcast. The podcasts are long (>60 minutes), but you can click on the three horizontal bars to find a table of contents so you can listen to a shorter, 5-minute section. These episodes are part of a podcast series, [Halbe Katoffln](#), that interviews multicultural Germans of all professions, not just athletes.

Die Stadt A

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as modal verbs.
- interpret short texts and videos and identify relevant information about planning travel within Germany.
- communicate with others in scripted presentations and unscripted conversations on topics related to planning travel within Germany.

Tools

Vocabulary

Topic	Words and Phrases
Travel	der Blick, die Entwicklung, das Ereignis, die Grenze, die Vorstellung (incl.event) erwarten, gelten + als, nennen, verändern, ziehen (to move/change residence) ähnlich, als, nun, sogenannte, sowie, vor allem, wirtschaftlich

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
modal verbs	allowed/prohibited (<i>dürfen</i>) want (<i>wollen, möchten</i>) plan to do (<i>können, sollen</i>)

Navigating German websites while speaking in German with a partner	Wo siehst du das? Hast du das gefunden? Können wir nach unten / nach oben scrollen? Wo soll ich klicken? Was bedeutet _____? Ich denke, _____ bedeutet _____. Mir gefällt... Ich verstehe nicht . . .
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Cultural Knowledge

Note the following information:

Fact	Effect
Germans value privacy much more than the typical American and EU law contains many privacy safeguards. Germany and the EU also have an opt-in standard (vs. opt-out in the U.S.), which means your data cannot be used by businesses unless you allow it.	Google StreetView caused a public outcry, eventually leading Google to discontinue the project there . Therefore, only 20 German cities are available for streetview. Try it out here : Is it in Hamburg? What about Paderborn? Do you see any houses or apartment buildings that have been blurred to respect residents' wishes?
Vacation rental apartments were very common in Germany long before AirBnB existed. AirBnB has, however, now all but destroyed its competition in Germany. Germany, however, is also facing a housing shortage and massive increases in rent over the past decade.	The vacation rental market is partly to blame for these problems. Its future may be impacted by public policy. How do you feel about this issue? Is the chance for visitors to stay in more authentic accommodations worth the trade-off? Can you imagine a public policy compromise?

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

Imagine you are studying abroad in Paderborn and want to visit Germany's second-largest city, Hamburg, for a long weekend. But first, you need to decide how you will get there and where you'll stay. In preparation for the upcoming activities, please review one of these websites and take written notes using the questions below. The search may work well in pairs, with each pair using a different website. There can also be overlap since different teams will find different options. If your instructor allows pair-work, remember to use the "navigating websites" structures in the table above to communicate in German during your search.

Travel options to/from Hamburg:

[Deutsche Bahn \(train\)](#)

[BlaBlaCar \(ride-sharing\)](#)

[FlixBus \(long-distance bus\)](#)

Stay options:

[Jugendherberge.de \(youth hostels\)](#)

[IBIS \(economical hotel chain\)](#)

[AirBnB Deutschland \(vacation apartments\)](#)

Transit options in Hamburg:

[HVV](#)

Interpreting Information

Using the **German versions** of the websites above to improve your reading comprehension, gather notes to the following prompts:

- **Before starting your search:**
 - Your class should agree on the dates of the trip.
 - To convert Euro prices to dollars, use this [Währungsrechner](#).
 - Familiar website such as Google maps will default to English; manually switch to the German version by using the .de web address ending.
- **Stay options:**
 - What is the cost? Per night or per week? Are there additional cleaning or booking fees?
Number of beds?
 - What is the exact address? How far is it from the Hamburg main train station (*Hauptbahnhof*) via public transportation?

- What is included in the accommodation? Wifi (WLAN)? Bed sheets and towels (*Bettwäsche, Badetücher*)?
- **Travel options to/from Hamburg:**
- How much does a one-way ticket/ride cost (*einfache Fahrt*) per person? Round trip? (*Hin- und Rückfahrt*)?
- For ride-shares only: How many seats are available? How much space for luggage? Where does the ride depart from?
- How long is the trip? Departure/arrival times? Trains only: do you have to change trains (*umsteigen*) anywhere?
- Are there discounts for students?
- **Transit options in Hamburg:**
- How much does a one-way ticket (*Karte*) cost? A day-pass? A multi-day pass? A week pass?
- Are there discounts for students? And/or for small groups?
- Check out the [Verkehrsangebot](#) (transit options) in the *Über uns* tab. How many subway lines (*U-Bahn Linien*) are there? How many commuter rail lines (*S-Bahn Linien*)? If you scroll toward the bottom, you'll notice another type of transit option unique to Hamburg. What is it? (Here's a [hint](#).)

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to your classmates the details of your search. Each student should take notes as they listen to the other presentations since you'll need to discuss options in activity 3. Include at least one relevant photo of Hamburg in your presentation.

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

This activity should take you 20 minutes to prepare and your presentation should last about 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:

- Role-play: imagine that you and your partner are both studying abroad in Paderborn and want to visit Hamburg. Using the details learned in the previous activities, plan your visit together, including travel to/from Hamburg, the type of transit pass you'll buy in

Hamburg itself, and where you'll stay. This should be a bit of a debate back-and-forth. Do not agree right away! Be sure to explain the pros/cons of the options.

- One way to begin preparing for the conversation is by quickly reviewing your notes and individually ranking the options based on what you heard. Then you can begin to mark or make a list of pros/cons for each.

These activities should take you 15 minutes to prepare and your presentation and conversation should last about 5 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

- Explore the [transit](#) system [map](#) to get a better sense of how to get around Hamburg. Also explore walking distances using [German Google Maps](#), for instance, between the *Hauptbahnhof* and the *Rathaus*.
- Small, locally owned German hotels (i.e., not chains) are another economical option. You can find many of them listed on the German version of [Booking.com](#).
- Review the cultural knowledge section above and try out StreetView in both cities.

Die Stadt B

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as modal verbs.
 - interpret short texts and videos and identify relevant information about selecting sites and attractions to visit.
 - communicate with others in scripted presentations and unscripted conversations on topics related to selecting sites and attractions to visit.

Tools

Vocabulary

Topic	Words and Phrases
Travel	der Blick, die Entwicklung, das Ereignis, die Grenze, die Vorstellung (incl.event) erwarten, gelten + als, nennen, verändern, ziehen (to move/change residence) ähnlich, als, nun, sogenannt, sowie, vor allem, wirtschaftlich das Alter, das Angebot, der Grund, der Preis, der Raum, bieten, erreichen, fehlen, kriegen, ein- und aussteigen, suchen, treffen, verschwinden, versuchen einzig, gerade, irgendwo, öffentlich, voll

Grammar and Structures

Structure	Usage
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modal verbs	allowed/prohibited (<i>dürfen</i>) want (<i>wollen, möchten</i>) plan to do (<i>können, sollen</i>)
Navigating German websites while speaking in German with a partner	Wo siehst du das? Hast du das gefunden? Können wir nach unten / nach oben scrollen? Wo soll ich klicken? Was bedeutet _____? Ich denke, _____ bedeutet _____. Mir gefällt... Ich verstehe nicht . . .

Cultural Knowledge

Fact	Effect
Hamburg was where the Beatles got their start . The area—St. Pauli—is both touristy and not for everyone. It’s both a touristy area and a red-light district. For other fun facts about Hamburg, check out Hamburg Spezial .	Check out Wikitravel for information on specific neighborhoods, including how safe they are, before deciding to visit. Keep in mind that areas such as St. Pauli can have very different feels during the day, versus at night, or on the day of a soccer match.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

Imagine you are studying abroad in Paderborn and want to visit one of Germany’s biggest and most exciting cities, Hamburg, for a long weekend. Now that you’ve decided how you will get there and where you’ll stay, it’s time to plan your activities in Germany’s second-largest city! In preparation for the upcoming activities, please review one of these websites and take written notes using the questions below.

Hamburg Attractions (*Sehenswürdigkeiten*):

[Top 15 Sehenswürdigkeiten in Hamburg \(Urlaubsguru\)](#)

[Hamburg-Sehenswürdigkeiten \(Stadt Hamburg\)](#)

[Sehenswürdigkeiten in Hamburg \(Hamburg Tourismus\)](#)

Interpreting Information

Using the **German versions** of the websites above to improve your reading comprehension, gather notes to the following prompts:

- After perusing the options, identify the top 3 attractions you would like to visit. Take notes on each using the questions below. Then rank the three in order of your preference. If your instructor allows pair-work, remember to use the “navigating websites” structures in the table above to communicate in German during your search.
- Focus on the basics: What? Where? When? Why? How much? (And are there student or group discounts?). Pro tip: some of these websites include multiple sights grouped by category if you scroll down. Remember, you’ll need to justify your choices in the subsequent activities so choose something you’re actually interested in, even if it takes a bit more time to find.
- If you have extra time, plan your travel route and time from the *Hauptbahnhof* using the [HVV](#) website and/or the [German version of Google maps](#).

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to your classmates the details of your search: a brief outline of your top 3 options (what, where, how much) followed by more detail about your top choice (why). Each student should take notes as they listen to the other presentations since you’ll need to discuss options in activity 3. Include at least one relevant photo of your top choice in your presentation.

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

This activity should take you 20 minutes to prepare and your presentation should last about 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:

- Role-play: imagine that you and your partner are both studying abroad in Paderborn and want to visit Hamburg. Using the details learned in the previous activities, plan your visit together with a focus this time on what 5 attractions you'll see and in what order. This should be a bit of a debate back-and-forth. Do not agree right away! Be sure to explain the pros/cons of the options, taking into account each partner's different tastes.
- One way to begin preparing for the conversation is by quickly reviewing your notes and individually ranking the options based on what you heard. Then you can begin to mark or make a list of pros/cons for each.

These activities should take you 15 minutes to prepare and your presentation and conversation should last about 5 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

- The [most popular tourist attraction in Germany](#) is in Hamburg (and is much cooler than it sounds.) The second half of the video some of the humor of the place.
- Guided walking tours are another great way to get to know a city. Check out this list of [options](#) and select the one that sounds most interesting.
- For off-the-beaten-path adventures, check out the Hamburg page on [Atlas Obscura](#).

Die Stadt C

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as modal verbs.
 - interpret short texts and videos and identify relevant information about getting to know a city in Germany.
 - communicate with others in scripted presentations and unscripted conversations on topics related to getting to know a city in Germany.

Tools

Vocabulary

Topic	Words and Phrases
Travel	der Blick, die Entwicklung, das Ereignis, die Grenze, die Vorstellung (incl.event) erwarten, gelten + als, nennen, verändern, ziehen (to move/change residence) ähnlich, als, nun, sogenannte, sowie, vor allem, wirtschaftlich das Alter, das Angebot, der Grund, der Preis, der Raum, bieten, erreichen, fehlen, kriegen, ein- und aussteigen, suchen, treffen, verschwinden, versuchen einzig, gerade, irgendwo, öffentlich, voll

Grammar and Structures

Structure	Usage
modal verbs	allowed/prohibited (<i>dürfen</i>)

	want (<i>wollen, möchten</i>) plan to do (<i>können, sollen</i>)
Navigating German websites while speaking in German with a partner	Wo siehst du das? Hast du das gefunden? Können wir nach unten / nach oben scrollen? Wo soll ich klicken? Was bedeutet _____? Ich denke, _____ bedeutet _____. Mir gefällt... Ich verstehe nicht . . .

Cultural Knowledge

Fact	Effect
Much of the old Paderborn was destroyed by Allied bombing in spring 1945. Like many German cities, you'll see a mix of old and new architectural styles in Paderborn, but the many of the older looking buildings were in fact rebuilt after World War II.	Check out " Paderborn: Früher und heute " for a self-guided tour with photos from then and now throughout the old town. Click on the "Stadtplan" tab at the top to begin, then click on the blue dots for each location.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

Imagine you are studying abroad in Paderborn. Sure, you plan to visit some of the big cities every American has heard of. But you also want to make this place your home and there's more to see and do in Paderborn and at the university than you expected. In this unit, you will explore the sites and attractions in Paderborn itself. In preparation for the upcoming activities, please review one of these websites and take written notes using the questions below.

[Things to do at the Uni-Paderborn](#)

[Things to do in Paderborn](#)

[Outdoor recreation in Paderborn](#)

Interpreting Information

Using the **German versions** of the websites above to improve your reading comprehension, gather notes to the following prompts:

- After perusing the options, identify the top 3 attractions you would like to visit in the city and/or activities you would like to participate in at the university. Take notes on each using the questions below. Then rank the three in order of your preference. If your instructor allows pair-work, remember to use the “navigating websites” structures in the table above to communicate in German during your search.
- Focus on the basics: What? Where? When? Why? How much? (And are there student or group discounts?). Remember, you’ll need to justify your choices in the subsequent activities so choose something you’re actually interested in, even if it takes a bit more time to find.

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to your classmates the details of your search: a brief outline of your top 3 options (what, where, how much) followed by more detail about your top choice (why). Each student should take notes as they listen to the other presentations since you’ll need to discuss options in activity 3. Include at least one relevant photo of your top choice in your presentation.

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

This activity should take you 20 minutes to prepare and your presentation should last about 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:

- Role-play: imagine that you and your partner are both studying abroad in Paderborn and want to see and do more at the university and in the city. Using the details learned in the previous activities, plan your visit together with a focus this time on what 5 attractions and activities you’re most interested in, ranked from most to least favorite.

This should be a bit of a debate back-and-forth. Do not agree right away! Be sure to explain the pros/cons of the options, taking into account each partner's different tastes.

- One way to begin preparing for the conversation is by quickly reviewing your notes and individually ranking the options based on what you heard. Then you can begin to mark or make a list of pros/cons for each.

These activities should take you 15 minutes to prepare and your presentation and conversation should last about 5 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

- Guided walking tours are another great way to get to know a city. Check out this list of [options](#) and select the one that sounds most interesting. The city of Paderborn also offers free, self-guided walking tours via the [Actionbound app](#).

Die Stadt D

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as modal verbs.
 - interpret short texts and videos and identify relevant information about getting to know the local region.
 - communicate with others in scripted presentations and unscripted conversations on topics related to getting to know the local region.

Tools

Vocabulary

Topic	Words and Phrases
Travel	der Blick, die Entwicklung, das Ereignis, die Grenze, die Vorstellung (incl.event) erwarten, gelten + als, nennen, verändern, ziehen (to move/change residence) ähnlich, als, nun, sogenannte, sowie, vor allem, wirtschaftlich das Alter, das Angebot, der Grund, der Preis, der Raum, bieten, erreichen, fehlen, kriegen, ein- und aussteigen, suchen, treffen, verschwinden, versuchen einzig, gerade, irgendwo, öffentlich, voll

Grammar and Structures

Structure	Usage
modal verbs	allowed/prohibited (<i>dürfen</i>)

	want (<i>wollen, möchten</i>) plan to do (<i>können, sollen</i>)
Navigating German websites while speaking in German with a partner	Wo siehst du das? Hast du das gefunden? Können wir nach unten / nach oben scrollen? Wo soll ich klicken? Was bedeutet _____? Ich denke, _____ bedeutet _____. Mir gefällt... Ich verstehe nicht . . .

Cultural Knowledge

Fact	Effect
Paderborn is located in the state of Nordrhein-Westfalen , Germany's most populous state and its industrial heartland. It's also home to 30 of Germany's 80 largest cities.	With 10 cities of 300,000 to 1 Million residents in close proximity, there's a lot to see in the <i>Ruhrgebiet</i> as it's called. Check out the Wikitravel "Ruhr" landing page for information on the area and links to individual city pages.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

Imagine you are studying abroad in Paderborn. Now that you've gotten to know your new hometown and visited a big city, it's time to explore other cities in the region. Thankfully, your student fees include a transit pass (*Semesterticket*) that allows you to travel on certain types of trains—usually, the slowest ones—to other cities in the region for free! In this unit, you will explore another city in the state of *Nordrhein-Westfalen*. In preparation for the upcoming activities, please review both websites and take written notes using the questions below.

First, review the [map and FAQs](#) for details of where and how you can travel for free with your *Semesterticket*.

Second, select a city you'd like to consider traveling to such as Münster, Düsseldorf, or Aachen.

Third, google the name of the city you've chosen with the word "Tourismus" to find the city's official tourism site. Using your experience in the previous units, navigate the German website looking for attractions of interest as indicated below. Here are three examples:

[Aachen Tourismus](#)

[Düsseldorf Tourismus](#)

[Münster Tourismus](#)

Please note, if you use google, the sites may default to English. Simply remove the "/en/" at the end of the URL or select "DE" at the top of the webpage to return to the German version.

Interpreting Information

Using the **German versions** of the websites above to improve your reading comprehension, gather notes to the following prompts:

- After perusing the options, identify the top 3 attractions you would like to visit in the city of your choice. Take notes on each using the questions below. Then rank the three in order of your preference. If your instructor allows pair-work, remember to use the "navigating websites" structures in the table above to communicate in German during your search.
- Focus on the basics: What? Where? When? Why? How much? (And are there student or group discounts?). Remember, you'll need to justify your choices in the subsequent activities so choose something you're actually interested in, even if it takes a bit more time to find.

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to your classmates the details of your search: a brief outline of your top 3 options (what, where, how much) followed by more detail about your top choice (why). Each student should take notes as they listen to the other presentations since you'll need to discuss options in activity 3. Include at least one relevant photo of your top choice in your presentation.

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

This activity should take you 20 minutes to prepare and your presentation should last about 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:

- Role-play: imagine that you and your partner are both studying abroad in Paderborn and want to see another city in the region. Using the details learned in the previous activities, plan your visit together with a focus this time on which city and which 3 activities or attractions in that city you're most interested in, ranked from most to least favorite. This should be a bit of a debate back-and-forth. Do not agree right away on the city or attractions! Be sure to explain the pros/cons of the options, taking into account each partner's different tastes.
- One way to begin preparing for the conversation is by quickly reviewing your notes and individually ranking the options based on what you heard. Then you can begin to mark or make a list of pros/cons for each.

These activities should take you 15 minutes to prepare and your presentation and conversation should last about 5 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

- You may have noticed an especially dense middle section of [Semesterticket](#) map with a high number of cities: the *Ruhrgebiet*. Once Germany's industrial heartland, this area is

now full of a [surprising breadth](#) of cultures, cultural attractions, and outdoors activities. To get a feel for this area, check out the short video “[Drei Gründe für...das Ruhrgebiet.](#)”