

German 2001 Course Materials

Supported by Affordable Learning Georgia

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Die Reise A

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as infinitives with *zu* and *um...zu*.
 - interpret short texts and videos and identify relevant information about vacation preferences.
 - communicate with others in scripted presentations and unscripted conversations on topics related to vacation preferences.

Tools

Vocabulary

Topic	Words and Phrases
Organizing arguments	einerseits, andererseits, jedoch, selbstverständlich erstens, zweitens, drittens, zum Schluß
Vacation	die Luft, das Meer, der Monat, das Schiff, der Urlaub bezahlen, rechnen, überlegen bereit, endlich, der Druck, die Verantwortung

Grammar and Structures

Structure	Usage
Expressing facts and opinions with <i>man</i> and <i>finden</i>	Man hat . . . Man kann . . . Ich finde / wir finden . . .
zu + infinitive	Europa ist ein guter Ort, ... zu (verb). In Europa ist es schön/möglich/billig, ... zu (verb).

	Hast du Lust nach Hamburg zu fahren?
um...zu	Man findet in Europa alles, um...zu (verb). Ich gehe um besseres Wetter zu genießen und neue Menschen kennen zu lernen.

Cultural Knowledge

Fact	Effect
Germans love to travel, especially to warmer climates in southern Europe and in Asia. For the top-10 destinations in 2020, see Deutsche Welle .	Covid-19 has changed travel patterns, leading to a big uptick in camping in Germany.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

We all need a vacation from time to time, but sometimes the best vacations don't involve traveling all that far. In preparation for the upcoming activities, please review read about the benefits of "staycations" and take written notes using the questions below:

[6 Gründe, warum Urlaub zu Hause eigentlich viel erholsamer ist](#)

Interpreting Information

After reading the text linked above, gather notes to the following prompts:

- What are the six reasons why a vacation at home is more rejuvenating (*erholsamer*)?
- What rationale is provided for each?
- Self-Reflection: Which 2-3 reasons are most convincing? Why?

Activity 2: Presenting Information

Using your notes from the previous activity and new ideas, please record yourself presenting why you think Europe (especially Germany, Austria, and/or Switzerland) is the best place to take a vacation: “3 Gründe, warum Urlaub in Europa besser ist!” Include at least one relevant photo, 3 reasons (each with a 2- to 3-sentence justification), and a conclusion in your presentation. Here’s a model for how you might begin: *Erstens, Berlin ist billig. Einerseits kostet ein Flug nach Berlin viel Geld. Andererseits sind die Lebensmittel in Deutschland billig.*

Please use high-frequency words and provide as much detail as you can. Use the structures and words in the table above to organize your presentation.

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:

- Get to know your conversation partner, then ask them about their vacation preferences, with an emphasis on using the structures and vocabulary in the tables above to communicate accurately and effectively.

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

- You can find lists of reasons why travelling is beneficial at [Urlaubsguru](#) und [ichreise](#). Discuss with your classmates which benefits a longer-term stay abroad (1 month or more) offer that short-term, tourist adventures do not.
- For tips and destination suggestions for travel in Germany, see the [“Reisen in Deutschland”](#) page on Deutschland.de.

Die Reise B

Learning Objectives

In these activities, you show that you can:

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

Tools

Vocabulary

Topic	Words and Phrases
Travel	das Hotel, die Lage, bestätigen, feiern, überraschen
Comparisons and Opposites	der Vergleich, vergleichsweise, vergleichen besser – schlechter nah – fern oft / häufig – selten allein(e) – miteinander hin – her
Structure words	danach, darüber, insgesamt, gewiss, zuvor
Travel related verbs (from activity 1)	

Grammar and Structures

Structure	Usage
Simple past tense (standard)	kaufen: Ich kaufte einen Ticket nach... planen: Wir planten eine Reise von...nach... kennen lernen: Ich lernte viele neue Menschen kennen.
Simple past tense (mixed and irregular)	müssen: Ich musste... Wir mussten... dürfen: Ich durfte nicht... Wir durften nicht... denken: Ich dachte... Wir dachten... bringen: Ich brachte... Wir brachten... fahren: Ich fuhr... Wir fuhren... gehen: Ich ging... Wir gingen... fliegen: Ich flog... Wir flogen... sehen: Ich sah... Wir sahen...
Connectors / Organizers	Zuerst, dann, außerdem, danach, deshalb, zum Schluß
Question formats	W-questions: Warum bist du nach Florida gereist? Wo genau hast du übernachtet? Wie war das Hotel? Yes/no-questions: Hast du einen Delphin gesehen? Tag questions: Das war eine Überraschung, oder?

Cultural Knowledge

Fact	Effect
Both German and English have two past tenses. In English, these two expressions are fairly interchangeable: I bought, I have bought I saw, I have seen In German, there is likewise little difference in meaning, but there is a cultural preference for the situations in which one uses one versus the other.	In German, the simple past (Ich kaufte...) is mainly used in writing—particularly when telling a story—and the <i>Perfekt</i> (Ich habe...gekauft) mainly used in writing. Hence, these are sometimes called the “narrative past” and the “conversational past.”

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

No vacation or work/study abroad experience is complete without telling your friends and family all about it on social media or, for a longer adventure, on a blog or Vlog. In preparation for the upcoming activities, please read this first-person account of a German student's travels in Australia and take written notes using the questions below:

[Reisebericht von Tobias Hamann \(Peter-Lenné-Schule\)](#)

Interpreting Information

After reading the account, gather notes to the following prompts:

- What thoughts and feelings did he have right before departure? And after returning?
- How did he meet friends in Australia? What activities did he participate in?
- What challenges and adventures were part of his abroad experience?

After answering the questions, do a quick re-read or skim of the text and make a list of the verbs he uses. This list will help you in activities 2 and 3 below. After gathering the list, make a note of which verb tense he is using in this travel narrative.

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to your classmates a short account on the topic "Mein bester Urlaub" using the simple past tense. The account may be real or fictional. Include at least one relevant photo in your presentation.

Please use high-frequency words and provide as much detail as you can. Use the simple past tense consistently in your presentation. Use connectors to report events in a logical order.

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:

- Meet your conversation partner(s) and take turns reading aloud your prewritten travel narratives. After hearing a story, the other partner(s) should ask 4-5 questions each. The presenter should respond spontaneously in German using primarily simple past tense. As preparation for the Q&A, you should anticipate the questions your classmate(s) might ask and expand your list of verbs and their simple past forms for quick reference. You should also brainstorm questions you might ask using the structures table above.
- These activities should take you 10 minutes to prepare and your Q&A 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

- Additional travel reports (of K-12 students studying abroad) using simple past tense can be found on the [Carl Duisberg website](#).
- A range of affordable short- and long-term [study and work abroad opportunities](#) for all majors and for every year of your studies are available at KSU. Contact your [KSU German professors](#) to begin planning!

Die Reise C

Learning Objectives

In these activities, you show that you can:

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

Tools

Vocabulary

Topic	Words and Phrases
Travel	das Hotel, die Lage, bestätigen, feiern, überraschen die Freiheit, der Sinn geschehen, lachen, schließen, vermeiden, wünschen
Comparisons and Opposites	der Vergleich, vergleichsweise, vergleichen besser – schlechter nah – fern oft / häufig / meistens – selten allein(e) – miteinander hin – her laut – ruhig leicht – schwer absolut – wahrscheinlich – kaum
Structure words	danach, darüber, insgesamt, gewiss, zuvor
Travel related verbs (from activity 1)	

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Grammar and Structures

Structure	Usage
Simple past tense (standard)	kaufen: Ich kaufte einen Ticket nach... planen: Wir planten eine Reise von...nach... kennen lernen: Ich lernte viele neue Menschen kennen.
Simple past tense (mixed and irregular)	müssen: Ich musste... Wir mussten... dürfen: Ich durfte nicht... Wir durften nicht... denken: Ich dachte... Wir dachten... bringen: Ich brachte... Wir brachten... fahren: Ich fuhr... Wir fuhren... gehen: Ich ging... Wir gingen... fliegen: Ich flog... Wir flogen... sehen: Ich sah... Wir sahen...
Connectors / Organizers	Zuerst, dann, außerdem, danach, deshalb, zum Schluß später, am nächsten Tag, täglich
Question formats	W-questions: Warum bist du nach Florida gereist? Wo genau hast du übernachtet? Wie war das Hotel? Yes/no-questions: Hast du einen Delphin gesehen? Tag questions: Das war eine Überraschung, oder?

Cultural Knowledge

Fact	Effect
School spirit an unfamiliar concept for German-speakers, in part because German schools focus on academics. There are no	While reading her narrative, look for her reaction to the role of sports, dances, and other extracurricular activities in an American high school.

competitive sports in schools and very few other extracurricular activities.	
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Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

No vacation or work/study abroad experience is complete without telling your friends and family all about it on social media or, for a longer adventure, on a blog or Vlog. In preparation for the upcoming activities, please read this first-person account of a German K-12 student's exchange year at an American high school and take written notes using the questions below:

["Von Marching Bands, Volleyball und Homecoming" \(Youth for Understanding\)](#)

Interpreting Information

After reading the account, gather notes to the following prompts:

- What thoughts and feelings did she have right before departure? And after returning?
- How did she meet friends in the USA? What activities did she participate in? What did she think about these new cultural activities?
- What challenges and adventures were part of her abroad experience?

After answering the questions, do a quick re-read or skim of the text and make a list of the verbs he uses. This list will help you in activities 2 and 3 below. After gathering the list, make a note of which verb tense he is using in this travel narrative.

Activity 2: Presenting Information

In the previous unit, you wrote about your best travel or vacation experience. But we've all had some pretty terrible ones too and often they make the best stories. Besides, learning to laugh at these frustrations not only healthy, but a necessary skill for a longer-term experience in another country. Using your notes from the previous activity, please record yourself presenting to your classmates a short account on the topic "Mein schlechtester Urlaub" using the past tense. The account may be real or fictional. Include at least one relevant photo in your presentation.

Please use high-frequency words and provide as much detail as you can. Use the simple past tense consistently in your presentation. Use connectors to report events in a logical order.

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:

- Meet your conversation partner(s) and take turns reading aloud your prewritten travel narratives. After hearing a story, the other partner(s) should ask 4-5 questions each. The presenter should respond spontaneously in German using primarily simple past tense. As preparation for the Q&A, you should anticipate the questions your classmate(s) might ask and expand your list of verbs and their simple past forms for quick reference. You should also brainstorm questions you might ask using the structures table above.
- These activities should take you 10 minutes to prepare and your Q&A 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

- Additional travel reports (of K-12 students studying abroad) using simple past tense can be found on the German [Youth for Understanding](#) webpage. The right bar allows you to narrow your search by the country the student lived in, with the USA being just one of about 40 options.
- A range of affordable short- and long-term [study and work abroad opportunities](#) for all majors and for every year of your studies are available at KSU. Contact your [KSU German professors](#) to begin planning!

Die Reise D

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as organizing arguments.
- interpret short texts and videos and identify relevant information about alternative vacation plans.
- communicate with others in scripted presentations and unscripted conversations on topics related to alternative vacation plans.

Tools

Vocabulary

Topic	Words and Phrases
Organizing arguments	einerseits, andererseits, jedoch, selbstverständlich erstens, zweitens, drittens, zum Schluß statt, trotz, wegen
Vacation	die Insel, die (frische) Luft, das Meer, der Monat, das Schiff, der Strand (am Strand), der Urlaub außerhalb – innerhalb (außerhalb der Stadt) die Erinnerung, das Heimweh, das Fernweh, erleben, lächeln bereit, endlich, völlig, der Druck/der Stress, die Verantwortung reisen, fahren, schwimmen, buchen, bestätigen, bezahlen, besichtigen, vermeiden, liegen, bleiben, fliegen, shoppen gehen, überlegen

Expressing ambiguity	irgendetwas, irgendwo, irgendwie
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Grammar and Structures

Structure	Usage
Expressing hypotheticals (würden + infinitive)	Ich würde...gehen. Würdest du mit der Bahn fahren? Wir würden im Hotel übernachten.
Expressing preferences (würden + gern + infinitive)	Sie würde gern Hamburg besichtigen. Wir würden gern zusammen nach Erfurt fahren, um die Fahrkosten zu sparen.

Cultural Knowledge

Fact	Effect
Facing a worker shortage after World War II, the West German government invited tens of thousands of immigrants as so-called <u>“guest workers”</u> from southern European countries like Italy, Greece, and Turkey from 1955-73. Without these workers, the German economic boom of this period would have been impossible. These immigrants worked primarily in factories, industrial settings, and construction in order to provide a better future for their children and grandchildren. Many of these “guest workers” established families and lives in West Germany and never returned to their home countries. Today, Germans of Turkish descent make up the largest ethnic minority, the majority of whom were born and raised in Germany.	The first COVID-19 vaccine—a joint-venture of the German firm BioNTech and Pfizer—was created by <u>two children of Turkish immigrants</u>. He moved to Germany at age 4 when his father secured employment at a Ford factory in Cologne. She was born in Germany to a Turkish physician.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

We all need a vacation from time to time, but sometimes the best vacations don't involve traveling all that far. In preparation for the upcoming activities, please review read about the benefits of "staycations" and take written notes using the questions below:

[Unsere Umfrage: Urlaub in Coronazeiten \(neu eins\)](#)

[Note: some dialect; playback speed can be adjusted using the gear icon]

Interpreting Information

After reading the text linked above, gather notes to the following prompts:

- What had the interviewees originally planned to do in Summer 2020?
- What *specific* reasons do they list for staying at home?
- Several are still travelling: Where? And what are they doing there?

Activity 2: Presenting Information

Using your notes from the previous activity and new ideas, please record yourself presenting your own experience with "Urlaub in Coronazeiten." Did you travel? Where? Did you stay at home and find other ways to relax or to "get away" virtually? Include at least one relevant photo.

Please use high-frequency words and provide as much detail as you can. Use the structures and words in the table above to organize your presentation.

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: Now that vaccines for COVID-19 are coming out, we can look forward to future travels that will finally relieve our *Fernweh*! You and your friend are discussing what to do to get away and celebrate. You have never traveled to Europe but your lucky friend has! Converse about where (*wohin*) to go and why that might be a good choice. What sort of activities are there? How can you travel? How long you would like to stay? What is the weather like? When (*wann*) you would like to go?
- When your friend gives you suggestions ask them if they have already visited your chosen destination. They should reply with some specific memories of what he/she experienced. For ideas about a specific destination, see the “Digging Deeper” section below for short videos profiling three highlights from travel locations in Germany.
- Remember this should be a conversation, not an interview. The question-asker should also respond to what the respondent says with their own opinions and preferences: *Ich finde..., ich denke..., ich meine...*

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

- For German travel suggestions that you might consider in activity 3, watch one of the short videos in the series [“Drei Gründe für....”](#) Each focuses on three reasons why the profiled city or area is a good destination.

Die Kindheit A

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as clauses and conjunctions.
- interpret short texts and videos and identify relevant information about childhood memories.
- communicate with others in scripted presentations and unscripted conversations on topics related to childhood memories.

Tools

Vocabulary

Topic	Words and Phrases
Childhood	die Freude, die Schwierigkeit, die Situation, die Sprache bitten (um), schauen -jährig, eben, tatsächlich
Conjunctions	bevor, dass, indem, nachdem, obwohl, weil, wenn/auch wenn/wenn auch

Grammar and Structures

Structure	Usage
Independent clauses	The "DO USA" conjunctions (denn, oder, und, sondern, aber) do not change word order: conjunction, subject, verb, everything else.
Subordinate / dependent clauses	The rest of the conjunctions which join parts of a sentence kick the verb to the end: conjunction, subject, everything else, verb(s).

Cultural Knowledge

Fact	Effect
Germany has a long tradition of toy production. Here are three examples:	The Deutsches Spielzeugmuseum in Nürnberg has the oldest collection in Germany.
	The largest model train in the world is at Miniatur Wunderland in Hamburg. It's full of hidden humor as you can see in this video in English or German .
	Playmobil is the Lego of Germany and a fixture of many childhoods.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

Our childhood is full of different kinds of memories: firsts, friends, toys, hobbies, and more. In preparation for the upcoming activities, please review one of texts or videos and take written notes using the questions below. The texts focus on experiences and traditions. The videos focus on childhood objects from the 1990s and 2000s.

Text (short): [„Über meine Kindheit und das, was ich nicht vergessen will“](#)

Text (long): [„Zurück in meine Kindheit: Rituale und Erinnerungen, die unvergessen sind“](#)

Video: [90's Kids reagieren auf Gegenstände ihrer Kindheit](#)

Video: [Meine Kindheit - 2000er Kids Trends, Gadgets, Technik](#)

Interpreting Information

After reading or watching the above, gather notes to the following prompts:

- Identify two objects or two experiences from one or more of the links above. Then summarize it in your own words with a focus on the basics (perhaps 1 sentence per question): who, what, when, where, why, how.

- Note any new words you've learned or don't recognize but would like to understand, especially repeated words. Use the gear icon to reduce the playback speed and/or the cc icon to add auto-generated captions (which have errors).

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to your classmates one memory (experience or object) from your childhood. Include at least one relevant photo in your presentation. Focus on the basics (perhaps 1 sentence per question): Who? What? When? Where? Why? How?

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:

- Your favorite childhood memories, toys, and pop culture (music, movies, etc.).
- What you could (not) do? (use the simple past of modal verbs: Was musstest du machen? Was mochtest du? Was durftest du nicht? Was wolltest du werden?)

Use lots of conjunctions in your answers (see table above) and be sure to kick your verb to the end as necessary. 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?"
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Digging Deeper: Follow-up Activities

- For retro German childhood objects from the 60s through the 90s, check out the website [Erinnerst du dich?](#)
- For a challenging listening comprehension, watch the video: ["Umfrage: Was ist eure früheste Kindheitserinnerung?" \(Laut Gedacht\)](#) Captions and variable playback speed are available.

Die Kindheit B

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as conjunctions and clauses.
- interpret short texts and videos and identify relevant information about childrens' TV programs.
- communicate with others in scripted presentations and unscripted conversations on topics related to childrens' TV programs.

Tools

Vocabulary

Topic	Words and Phrases
Childhood	die Freude, die Schwierigkeit, die Situation, die Sprache bitten (um), schauen -jährig, eben, tatsächlich
Conjunctions	bevor, dass, indem, nachdem, obwohl, weil, wenn/auch wenn/wenn auch
Misc.	der Gedanke, die Meinung, ansehen, beobachten, blicken, entwickeln, lassen, lösen, schaffen, unterstützen, vermitteln anders, bzw., lieb, ob, schwierig, wesentlich, wiederum

Grammar and Structures

Structure	Usage
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Independent clauses	The “DO USA” conjunctions (denn, oder, und, sondern, aber) do not change word order: conjunction, subject, verb, everything else.
Subordinate / dependent clauses	The rest of the conjunctions which join parts of a sentence kick the verb to the end: conjunction, subject, everything else, verb(s). wenn/als/wann/ob

Cultural Knowledge

Fact	Effect
Germany has its own version of <i>Sesame Street</i> (with different characters), but not all German kids’ shows come from other countries. Here are two German originals that everyone knows. You will encounter cultural references to both in all sorts of unexpected places.	Sandmännchen (Wikipedia) (East and West German versions)
	Die Sendung mit der Maus (Wikipedia)

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

TV shows, movies, songs, and other media content are also a part of most childhoods. In preparation for the upcoming activities, please review a five-minute video or video excerpt from one of these two uniquely German children’s TV programs:

[Unser Sandmännchen \(Website + videos\)](#)

[Unser Sandmännchen \(YouTube playlist\)](#)

[Die Sendung mit der Maus \(Website + videos\)](#)

[Die Sendung mit der Maus \(YouTube playlist\)](#)

Interpreting Information

After reading or watching the above, gather notes to the following prompts:

- Prepare a short summary of the clip in your own words with a focus on the basics (perhaps 1 sentence per question): who, what, when, where, why, how.

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to your classmates about your favorite childhood TV show or movie. Focus on the basics (perhaps 1 sentence per question): Who? What? When? Where? Why? How?

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:

- Your favorite childhood memories, toys, and pop culture (music, movies, etc.).
- What you could (not) do? (use the simple past of modal verbs: Was musstest du machen? Was mochtest du? Was durftest du nicht? Was wolltest du werden?)

Use many conjunctions in your answers (see table above) and be sure to kick your verb to the end as necessary. 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
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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

- For Germany also has its own version of "Sesame Street" called *Sesamstraße*, complete with original characters such as *Pferd* and *Wolle*. For more of the history from dubbing to original content, see the [Muppet Fandom Wiki](#).

Die Kindheit C

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as clauses and expression opinions.
- interpret short texts and videos and identify relevant information about favorite childhood friends and objects.
- communicate with others in scripted presentations and unscripted conversations on topics related to favorite childhood friends and objects.

Tools

Vocabulary

Topic	Words and Phrases
School	der/die Jugendliche(n), die Klasse, der Lehrer/die Lehrerin, die Menge, die Schule, die Schüler/die Schülerin, der/die Direktor(in), die Stimme, die Schwierigkeit, die Situation die Freude, sich freuen über/auf
Misc.	schauen, einzeln, leise, menschlich, nochmal, soweit, sowieso, -jährig, eben, tatsächlich
Conjunctions	bevor, dass, indem, nachdem, obwohl, weil, wenn/auch wenn/wenn auch

Grammar and Structures

Structure	Usage
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Expressing opinions	Ich bin der Meinung, dass..., denn/weil... Ich finde, dass..., aber... Man soll..., denn/weil... Ich weiß nicht, ob..., denn/weil... Obwohl ich..., denke ich, dass... Wenn ich Lehrer/Mutter/Vater wäre, würde ich... Wenn ich Kinder hätte, würde ich...
Independent clauses	The “DO USA” conjunctions (denn, oder, und, sondern, aber) do not change word order: conjunction, subject, verb, everything else.
Subordinate / dependent clauses	The rest of the conjunctions which join parts of a sentence kick the verb to the end: conjunction, subject, everything else, verb(s).

Cultural Knowledge

Fact	Effect
Germany is known for its three-tiered K-12 education system . In the fifth grade, students are separated into three groups, each with a different type of school depending on their anticipated careers. Only certain types of careers require a university education. Most others participate in the “Dual Education System” that blends classroom learning with practical work training and experience in the later teen years.	From an American perspective, this separation can seem both problematic (i.e., unequal) and beneficial (i.e., more student options). The Wikipedia article on dual education discusses some of the advantages and disadvantages.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

School is one of the most common sources of childhood memories. In preparation for the upcoming activities, please review one of texts or videos and take written notes using the questions below. The chat and video focus on school experiences. The “Top-16” text focuses on childhood objects from school in 2000s.

[Chat: „Schönste Erinnerung an die Schulzeit“ \(gutefrage.net\)](#)

[Text: Die Top 16 Erinnerungen an unsere Schulzeit in den 2000ern! \(Wisst ihr noch\)](#)

[Video: „Umfrage der Woche: Erinnerungen an die Schulzeit“ \(ATV Aichfeld\)](#)

Interpreting Information

After reading or watching the above, gather notes to the following prompts:

- Identify two objects or two experiences from one or more of the links above. Then summarize it in your own words with a focus on the basics (perhaps 1 sentence per question): who, what, when, where, why, how.
- Note any new words you’ve learned or don’t recognize but would like to understand, especially repeated words. Use the gear icon to reduce the playback speed and/or the cc icon to add auto-generated captions (which have errors).

Activity 2: Presenting Information

Using your notes from the previous activity, please record yourself presenting to your classmates one positive memory from your school years (K-12), for instance, your favorite school, year, teacher, class, or school-related object. Include at least one relevant photo in your presentation. Focus on the basics (perhaps 1 sentence per question): Who? What? When? Where? Why? How?

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:

- Now that you've thought about what school was like for you, let's talk about the school related challenges children have faced during the COVID-19 experience.
- Express your opinion about: Whether you think children should be in classroom or virtual learning during the pandemic? What are the pros/cons? What would you do if you were a parent or teacher in that situation?
- Reflect on how the K-12 school experience differs during the pandemic from your own. What is lost? What is gained?

Use lots of structures and conjunctions in your answers (see table above) and be sure to kick your verb to the end as necessary. 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

- Because fewer careers require a university education in Germany, a smaller percentage of young adults attend universities. Meanwhile, the robust dual-education system for most other careers is funded in large part by the private businesses that benefit from having well-trained employees. Consequently, Germany has been able to make university tuition free for EU citizens. Explore more of the facts and issues at [Inside Higher Ed](#) and [The Conversation](#).

Die Kindheit D

Learning Objectives

In these activities, you show that you can:

- communicate using high-frequency vocabulary and structures such as expressing hypotheticals and polite preferences.
- interpret short texts and videos and identify relevant information about parenting and gender roles in the family and society.
- communicate with others in scripted presentations and unscripted conversations on topics related to parenting and gender roles in the family and society.

Tools

Vocabulary

Topic	Words and Phrases
Gender and society	der Anteil, der Einfluss, die Entscheidung, der Haushalt, der Moment, die Unterstützung, die Veränderung, die Wahl, die Wirklichkeit, der Wunsch annehmen, erfahren, erlauben, verlangen gesellschaftlich, relativ, vorhanden, wenigstens, zurzeit
Misc.	einzelnen, leise, menschlich, nochmal, soweit, sowieso, eben, tatsächlich
Conjunctions	bevor, dass, indem, nachdem, obwohl, weil, wenn/auch wenn/wenn auch, ob, etc.

Grammar and Structures

Structure	Usage
Expressing opinions	Ich bin der Meinung, dass..., denn/weil... Ich finde, dass..., aber... Man soll..., denn/weil... Ich weiß nicht, ob..., denn/weil... Obwohl ich..., denke ich, dass...
Expressing hypotheticals (würden + infinitive)	Wenn ich Lehrer/Mutter/Vater wäre, würde ich...(verb) Wenn ich Kinder hätte, würde ich...(verb) Würdest du... (verb)?
Expressing preferences (würden + gern + infinitive)	Ich würde gern Kinder haben und Vollzeit arbeiten. Ich würde gern mit den Kindern zu Hause bleiben.
Independent clauses	The “DO USA” conjunctions (denn, oder, und, sondern, aber) do not change word order: conjunction, subject, verb, everything else.
Subordinate / dependent clauses	The rest of the conjunctions which join parts of a sentence kick the verb to the end: conjunction, subject, everything else, verb(s).

Cultural Knowledge

Fact	Effect
The German language reinforces traditional notions in many ways, including in the word it uses for parents, <i>die Eltern</i> , which is always plural. By contrast, one can use father and mother in singular or plural.	Now that divorces and single parents have become very common, German-speakers have used their language’s flexibility to create a singular for parent, <i>der Elternteil</i> , which literally means the “parents part” and is always masculine regardless of the gender of the parent (because <i>Teil</i> is always masculine in German). The word denotes an incompleteness that is not expressed in the English language. But languages continue to evolve so perhaps there will be a different term in the future.

Tasks

Activity 1: Interpreting Information

Listening/viewing/reading

The roles and expectations of parents change with every generation and vary across cultures. To create more equality for women and mothers, Germany provides both mothers and fathers a robust paid leave program (*Elterngeld*). It also has established a quota for women in top-tier business positions (*Frauenquote*), in part because taking time off to be a mother often hinders women's ability to advance in their careers regardless of their abilities. In preparation for the upcoming activities, please learn about one of these two policies using a video below and take written notes using the questions below. Both videos offer subtitles (cc icon) and slower playback speeds (gear icon) for easier listening:

[Video: Elterngeld einfach erklärt](#)

[Video: Frauenquote einfach erklärt](#)

Interpreting Information

After reading or watching the above, gather notes to the following prompts:

- Summarize the basics: who, what, when, where, why, how.
- Note any new words you've learned or don't recognize but would like to understand, especially repeated words. Use the gear icon to reduce the playback speed and/or the cc icon to add auto-generated captions (which have errors).

Activity 2: Presenting Information

Being a parent is no easy task. Despite good intentions, it's easy to repeat the habits and mistakes of one's parents. Using your notes from the previous activity, please record yourself presenting what your ideal parent does and does not do at various stages of a child's life: baby/toddler (0-4), child (5-11), teenager (12-18). Include at least one relevant photo in your presentation. Use the hypothetical structures in the table above.

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:

- Both issues in Activity 1 have been hotly debated in Germany. In a friendly conversation with your classmate(s), discuss the pros and cons of *Elterngeld* (paid parental leave) and the *Frauenquote* (woman's quota). You do not have to express your own personal opinions. The goal is to analyze the issues together from multiple sides rather than to argue. Your instructor may choose to assign you a side to take to make sure that like-minded team members are considering all of the implications.

Use many of the structures and conjunctions in your answers (see table above) and be sure to kick your verb to the end as necessary. 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

- Germany has been both at the forefront of and a laggard in extending LGBTQ+ rights and gender equality. Here are some resources to learn more:
- [Article 3 of the German Constitution \("Basic Law"\)](#) recognizes not only gender equality, but charges the government to eliminate disadvantages that exist.
- Women are still disadvantaged in [pay, promotions, and leadership](#), despite some prominent women in the German federal government, which has unveiled a [comprehensive strategy for addressing gender equity](#).

- LGBTQ+ individuals have a long and difficult [history](#) in Germany. Since 2000, however, many rights have been extended, including same-sex civil unions (2001), same-sex marriage (2017), and [recognition of transgender individuals](#) on official documents like birth certificates.
- Student and Teacher materials about LGBTQ+ history and issues can be found on the [Goethe Institute website](#).

Die Bildung A

Learning Objectives

In these activities, you show that you can:

- distinguish between the German and American education system and specifically how high school and university in Germany today are different from the US institutions
- compare and contrast your preferences using the grammatical structures of comparative and superlative
- interpret short texts and videos and identify relevant information about student life in Germany
- communicate with others in spoken conversation on topics related to education, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans to study abroad in a German-speaking country and lean on others to guide you.

1. You introduce yourselves to each other by name, and ask how you are.
2. 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.
3. You share about your interests, likes/dislikes, habits, interests and preferences related to your studies using high-frequency words.
4. You prepare by reviewing information on the German educational system and compare it with your own institution - using German.
5. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
6. 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 Hochschule – das Studium – die Wissenschaft – das Fach – der Unterricht	ab*schließen – auf*nehmen – empfehlen – hoffen – unterscheiden – wechseln
das System – die Ausbildung – die Zukunft	ebenso – etwa – meist- genauso... wie – lieber als

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Comparative (add -er) vs. Superlative (add -sten) w/ adverbs:	Ein Semester im Ausland ist <u>lang</u> . Ein Jahr im Ausland ist <u>länger</u> . Ein Studium im Ausland ist <u>am längsten</u> . Ein Semester im Ausland ist <u>gut</u> . Ein Jahr im Ausland ist <u>besser</u> . Ein Studium im Ausland ist <u>am besten</u> .
Contrasting extremes	<u>Die meisten</u> Leute, aber <u>die wenigsten</u> Studenten finden Studiengebühren (tuition) gut.
Comparing differences and similarities/sameness	Sie lernt <u>schneller als</u> er. Du lernst <u>am schnellsten</u> . Er lernt <u>nicht so schnell wie</u> sie. Sie lernt <u>zweimal so/fast so/etwa so</u> schnell <u>wie</u> du. Er versteht <u>genauso/ebenso/so</u> gut <u>wie</u> du.
Progression and conditional sequence	Wir werden <u>immer besser</u> in Deutsch. <u>Je mehr</u> wir üben, <u>desto besser</u> sind unsere Noten.

Cultural Knowledge

Note the following information:

Fact	Effect
The educational system in Germany	Given that the states control much of the educational system in Germany, there are also differences in terms of requirements, content delivery, and even holidays

Different schools for different purposes	While there are some private schools that charge tuition, most Germans attend public schools. Although Germany is an ethnically diverse country, universities are still attended mostly by native German speakers and international students, with far fewer enrollees from migrant backgrounds. However, vocational schools and <i>Ausbildung</i> have been attractive alternatives even for students who completed the <i>Abitur</i> .
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Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos. Please note words and concepts that communicate pertinent information about the German educational system:

[Das Ausbildungssystem](#) in Germany, [DL-Labor: Schule](#), the [duale Ausbildung](#), [Azubi Johannes](#), [Ausbildung für alle](#)

If the information is still confusing, consult this website for an infographic: [Das Ausbildungssystem in Deutschland](#) and [Verdienst-Treppe](#) (once you access the sites you need to scroll down for the infographics; in the latter website, it's on the lower right-hand site and titled *Verdienst-Treppe* (salary increases)).

b) Interpreting Information

Please respond to the following prompts:

Comparing the German and US educational systems, where do you see more options for youths who may not know what they want to be when they grow up? Please note at least three arguments based on your review of these videos: [Das Ausbildungssystem](#) and [DL-Labor: Schule](#) and these infographics: [Das Ausbildungssystem in Deutschland](#), [Bildung in Deutschland](#) and [Verdienst-Treppe](#)

The videos [duale Ausbildung](#), [Azubi Johannes](#), and [Ausbildung für alle](#) explain the German system further. Note how many professions participate in the system, how much money an

Azubi makes while completing the *Ausbildung*, and whether such a career track might also be available to someone like you.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about the German educational system. Please share what pros and cons you identified and how the German system compares to the US system in your opinion.

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 thinking about a short-term study abroad experience at a German university or applying for an entire *Ausbildung* in Germany. Your friends and family question that this makes sense. Based on your notes and observations, give your arguments and counter-arguments.
- Take turns sharing the pros and cons, opportunities and challenges.

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? Entschuldigung – ich habe das nicht ganz verstanden. Kannst du das bitte nochmal sagen?"

Digging Deeper: Follow-up Activities

- Research more about a profession of interest to you and see if you could do a study abroad or an *Ausbildung* in Germany.
- Formulate your opinion about what you found out – do you like / dislike what the Germans do?
- Why might they have had the concept of *Ausbildung* since the 12th century? Why don't we have it in the US to a similar extent? What would your parents have said if you had decided against going to college? Why might it make sense in Germany?
- Have you heard about a UNESCO-Projektschule? In this video about the Scharnhorst Gesamtschule in Dortmund, you hear a brief description about some of the relevant issues a school with such a designation advocates for. Also, you get a look inside a German Gesamtschule, and meet some of the school's students, faculty, and staff: [Easy German Scharnhorst Gesamtschule Dortmund](#) Which issues do you find most interesting and relevant?
- You can find a list of and more information about UNESCO-Projektschulen here: [UNESCO-Projektschulen](#). Is such a school close to where you live or in the country of your origin?
- An introduction to studying in Germany: [Easy German 170 Studying in Germany](#) Which subject do students study in Germany according to the video? Why? Is it more expensive to study in Germany than in the US? Is there any financial aid available?

Die Bildung B

Learning Objectives

In these activities, you show that you can:

- Compare and contrast with additional details - using adjectives in German
- identify similarities and differences between German and American cultural events and activities
- interpret short texts and videos and identify relevant information about what Germans do when it comes to cultural events and activities
- communicate with others in spoken conversation on topics related to being educated, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans for the weekend and include someone from a German speaking country.

7. You introduce yourselves to each other by name, and ask how you are.
8. 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.
9. You share about your likes/dislikes, preferences, and habits related to similarities and differences between Germans' and Americans' cultural events and activities (going to a museum, play, concert, dance performance, lecture, spoken word, movie), using high-frequency words.
10. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
11. 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

behaupten – berichten - sorgen	die Bibliothek – der Doktor – die Information – die Kritik – die Literatur – die Leistung – das Publikum – die Rede – das Theater
längst – schlimm – zwar	der Bürger/die Bürgerin – der Künstler/die Künstlerin – der Professor/die Professorin

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Comparisons of adjectives ending in -t, -z, -s, or -eu: add “e” for superlative	leicht, leichter, am leicht <u>e</u> sten – kurz, kürzer, am kürz <u>e</u> sten krass, krasser, am krass <u>e</u> sten – neu, neuer, am neu <u>e</u> sten
in -el or -er: drop “e” for comparative	dunkel, dunk <u>l</u> er, am dunkelsten – teuer, teur <u>e</u> r, am teuersten
Many one-syllable words with a,o,u, add Umlaut to comparative and superlative	lang, l <u>ä</u> nger, am l <u>ä</u> ngsten – oft, ö <u>ft</u> er, am ö <u>ft</u> esten jung, j <u>ü</u> nger, am j <u>ü</u> ngsten
Comparisons with adjectives and der-words in nominative, accusative, dative, and genitive cases	der große Garten, durch den gr <u>ö</u> ßeren Garten, im gr <u>ö</u> ßeren Garten, des gr <u>ö</u> ßten Gartens die laute Musik, durch die laut <u>e</u> re Musik, mit der laut <u>e</u> ren Musik, der lautesten Musik das alte Buch, durch das älter <u>e</u> Buch, im älter <u>e</u> ren Buch, des ältesten Buches die heiß <u>e</u> n Tage, durch die heiß <u>e</u> ren Tage, an den heiß <u>e</u> ren Tagen, der heißesten Tage
comparisons with adjectives and ein-words in nominative, accusative, dative, and genitive cases	ein großer Garten, durch ein <u>e</u> n gr <u>ö</u> ßeren Garten, in ein <u>e</u> m gr <u>ö</u> ßeren Garten, ein <u>e</u> s gr <u>ö</u> ßten Gartens ein <u>e</u> laute Musik, durch ein <u>e</u> laut <u>e</u> re Musik, mit ein <u>e</u> r laut <u>e</u> ren Musik, ein <u>e</u> r lautesten Musik

	ein altes Buch, durch ein älteres Buch, in einem älteren Buch, eines ältesten Buches keine heißen Tage, durch keine heißeren Tage, an keinen heißeren Tagen, keiner heißesten Tage
comparisons with adjectives without article in nominative, accusative, dative, and genitive cases	großer Garten, größeren Garten, größerem Garten, größten Gartens laute Musik, lautere Musik, lauterer Musik, lautester Musik altes Buch, älteres Buch, älterem Buch, ältesten Buches heiße Tage, durch heißere Tage, an heißeren Tagen, heißester Tage
preferences frequency volume	gern, lieber, am liebsten oft, öfter/häufiger, am häufigsten viel, mehr, am meisten

Cultural Knowledge

Note the following information:

Fact	Effect
<i>Bildungsbürger</i> and <i>Kultur haben</i>	A concept going back to 18 th century Enlightenment ideas in which the non-aristocratic segment of society attained access to and appreciation for education and life-long learning
Cultural events and activities tend to be more affordable in German-speaking countries	People tend to attend events more regularly and expect government support of cultural institutions
<i>Kultur</i> and <i>Sport</i>	Typically, there is federal funding for the arts, and there are commercial sponsorships for the sports in Germany. While sponsorships in

	the arts have increased, they considerably lag behind those for sports. The most popular in Germany is <i>Fußball</i> , and watching a soccer game would not typically be considered indicative of <i>Kultur haben</i> .
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Tasks

Activity 1: Interpreting Information

c) Listening/viewing/reading

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

[Kultur in Deutschland](#) (once you're at the site click on any of the links to get more details that are of interest to you; what can you observe about what counts as *Kultur*? Which parts of culture affect the most people, which are the most money-intensive? How does this compare to the US / your experience? Next, take a look at this website on what [German culture](#) is about and note what is noted – and what is perhaps missing? How would the list look for US-GA culture?

Also, please view this video: [DL-Labor: Kunst](#) and [DL-Labor: Musik](#)

d) Interpreting Information

Please write down notes to the following prompts:

Based on the websites, note some of the information you understood about the role of *Kultur* in Germany. What event venues count under the heading of *Kultur*? Which bring in most money and the largest audiences?

Based on the videos, note some of the information you understood about the role of *Kunst* and *Musik* in Germany. What topics do the videos introduce? And how do they compare to the US?

How does the information in the websites and videos compare to your own practices or experiences related to *Kultur*, *Kunst*, and *Musik*?

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) practices and experiences related to *Kultur*, *Kunst*, and *Musik*.

Please use high-frequency words and provide as much detail as you can by comparing and contrasting using the structures practiced.

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 the weekend and spending time together. Talk about your real or imagined likes / dislikes, preferences, habits, and experiences related to cultural events and activities (going to a museum, play, concert, dance performance, lecture, spoken word, movie), using high-frequency words. Take turns pretending to be a person from a German-speaking country sharing what you do, do more often, and do most frequently, or what you do less, seldom, or rarely.
- Share your own opinion (likes / dislikes / preferences) 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? Entschuldigung – ich habe das nicht ganz verstanden. Kannst du das bitte nochmal sagen?"

Digging Deeper: Follow-up Activities

- Research and note additional things that you would want to explore as part of your plans for the weekend and if you were to have no concerns about time or money.
- Research more about cultural events and activities and the kind of audience in attendance. Formulate your opinion about what you find out: Do all of the events/activities "count" as *Kultur*? Why (not)? Would you like / dislike attending some of these events/activities (which ones?) because of the people they attract?
- Immanuel Kant (1724-1804) was a German representative of the era of enlightenment (*die Aufklärung*). Here is one of his quotes, also known as *Der kategorische Imperativ* (1785): „Handle so, dass die Maxime deines Willens jederzeit zugleich als Prinzip einer allgemeinen Gesetzgebung gelten könne.“ Research this quote. Do you think this quote is still relevant today?

Die Bildung C

Learning Objectives

In these activities, you show that you can:

- interpret short texts and videos and identify relevant information for making an argument
- give information about yourself and your real or ideal activities and experiences related to *Bildung and Bücher* - in German
- make comparisons between products and practices in your own and other cultures
- describe high-frequency practices and experiences related to by comparing and contrasting and by making recommendations and suggestions - in German
- make suggestions and recommendations using the *Imperativ* - in German
- communicate information, make presentations, and express your thoughts about familiar topics, using sentences and series of sentences through spoken language, by addressing an audience and by interacting with others in spontaneous spoken conversation

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.

12. You introduce yourselves to each other by name, and ask how you are.
13. 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.
14. Share about your real or ideal routines and experiences related to literature and reading and what you know about cultural differences in connection with those topics between people in the US and German-speaking countries. Use high-frequency words in German and giving as much detail as possible.
15. Engage in a simulated exchange at a book store from exploring interests to paying, using high-frequency words to express as much detail as possible.

Tools

Vocabulary

die Forschung – das Gebiet – die Kenntnis der Roman – das Kapitel – der Absatz der Text – der Titel die Methode – der Zweck	drehen – erscheinen fassen – greifen schaden
irgendein- – irgendwelch- irgendwie – irgendwann	bitte

Grammar and Structures

These grammatical structures can help you in this conversation.

Structure	Usage
Imperatives for Sie: [infinitive] + Sie Imperatives for du: verb-stem: Stem-changing verbs e → i/ie use the du-form w/out -st Verb-stem ending in -d or -t → add -e	sagen: Sagen Sie! – singen: Singen Sie! – tun: Tun Sie! spielen: Spiel...! – hören: Hör...! – tanzen: Tanz...! nehmen: Nimm...! – lesen: Lies...! – essen: Iss...! finden: Finde...! – werden: Werde...! – texten: Texte....!
Imperatives with separable prefix verbs	auf*stehen: Stehen Sie.... auf! / Steh... auf! auf*geben: Geben Sie.... auf! / Gib... auf! ein*laden: Laden Sie.... ein! / Lade... ein!

Cultural Knowledge

Note the following information:

Fact	Effect
<i>Krimis</i> and <i>Thriller</i>	Germans love their suspense in detective novels and psychological dramas – not only on TV but also in books!
Books in German culture	In many polls and studies you find evidence that especially younger people are not reading conventional books anymore. Classics are also not read in schools as much anymore. Some people consider this a deplorable trend

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

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

[Büchermarkt](#)

[Lesen und 15-Jährige](#)

[Erwachsene und Deutsch](#)

[Popularität: Genres](#)

[Medien Trends](#)

Also, please view this video: [DL-Labor: Literatur](#)

b) Interpreting Information

Please write down notes to the following prompts:

In the websites and video, you learn about trends and developments related to Germans' habits and preferences around reading and literature. Please take written notes about the Germans' likes / dislikes, past and present behaviors, and demographic differences among people in Germany as they relate to reading and literature.

Activity 2: Presenting Information

Present pertinent information about yourself

Please record yourself summarizing the information and giving your real or imagined opinion about the Germans' attitudes and practices regarding reading and literature, paying particular attention to changes over time or for certain segments in the population. Comment on three 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 following topics:
 - 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
 - Assign to each other the roles of sales staff and customer in a book store. Using pertinent structures from greeting, to asking for and offering advice (using comparisons and imperatives!), and to paying and leaving, complete a role-play that allows you to leave with not only the titles but also the medium (e-book, audio book, or a "real" book) that you may enjoy most.

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? Entschuldigung – ich habe das nicht ganz verstanden. Kannst du das bitte nochmal sagen?"

Digging Deeper: Follow-up Activities

- How about you? Do you enjoy reading? What is your favorite genre and your favorite book? For inspiration (and comparison purposes), watch this Easy German video: [Easy German 214 What are you reading](#)
- Research more information on the role of literature in Germany and the US, or *Bestseller* in German-speaking countries. Do you recognize any book titles as translations from US authors?
What are the most popular media via which US Americans consume literature?
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 around reading and literature – and their future.

Die Bildung D

Learning Objectives

In these activities, you show that you can:

- interpret short texts and videos and identify relevant information on the concept of *Bildungskanon* in the US and in Germany
- give information about yourself and your real or ideal activities and experiences related to *Bildungskanon* - in German
- make comparisons between products and practices in your own and other cultures
- describe high-frequency experiences with high-frequency structures to compare/contrast and to make suggestions/recommendations
- communicate information, make presentations, and express your thoughts about familiar topics, using sentences and series of sentences through spoken language, by addressing an audience and by interacting with others in spontaneous spoken conversation

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.

16. You introduce yourselves to each other by name and ask how you are.
17. 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.
18. Share about your real or ideal practices and experiences related to national literatures 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.
19. Engage in a simulated debate as part of a mock-TV show and complete a roleplay in which you argue your side of the issue using high-frequency words and as much detail as possible.

Tools

Vocabulary

Der Autor/die Autorin	drohen – sterben
der Beginn – die Grundlage die Reihe – die Stelle der Stoff – die Theorie die Voraussetzung – der Zusammenhang tot – der Tod	deswegen – jeweils erforderlich – nötig klassisch

Grammar and Structures

These grammatical structures can help you in this conversation.

Structure	Usage
Imperatives for wir: [infinitive] + wir Imperatives for ihr: [ihr- form]	sagen: Sagen wir! – singen: Singen wir! – tun: Tun wir! spielen: Spielt...! – hören: Hört...! – tanzen: Tanzt...! nehmen: Nehmt...! – lesen: Lest...! – essen: Esst...! finden: Findet...! – werden: Werdet...! – texten: Textet....!
Imperatives with sein for Sie, wir, du, ihr:	Sein: Seien Sie...! – Seien wir...! – Sei...! – Seid...!
Infinitival imperatives: [x] + infinitive	Bitte leise lesen! – Rechts halten! – Hier parken!

Cultural Knowledge

Note the following information:

Fact	Effect
<i>Bildungskanon</i>	The <i>Bildungskanon</i> is defined as the “ <u>must knows</u> ” in society – from ancient Greece up to today. As in many countries around the world, the German <i>Bildungskanon</i> has also been criticized for its focus on “dead white

	males” and lack of inclusion of under-represented voices.
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Tasks

Activity 1: Interpreting Information

e) Listening/viewing/reading

Please see this website with the poem by Goethe: [Erlkönig](#)

View this website for contemporary illustrations by an artist in Münster, [Jens Thiele](#).

For a recent visual depiction of what the German *Bildungskanon* looks like, please see this [Berlin monument](#) and check out the full [names of the authors](#) (once you access the website, scroll down to see the list of names).

Also, please view these videos: [Maybebop-Erlkönig](#) and [Erlkönig-Lied](#)

f) Interpreting Information

Please write down notes in response to the following prompts:

In the websites and videos, you learn about the classic poem by Goethe and its long-lasting impact, even in contemporary German culture. What, in your opinion, accounts for such longevity? Is it important to read and study the “classics” of a *Bildungskanon*? Why (not)? What might make you more inclined to read these works? Has there been a US *Bildungskanon* that you studied during your educational journey? Who determines such a list? Who is likely to be left off? Why might this be problematic? Give at least three reasons, and share your likes/dislikes and recommendations/suggestions.

In looking at the 2006 [Berlin monument](#) and the [names of the authors](#), identify how many women authors are represented here. Does this surprise you? What do you think about the monument in terms of whose names are included, and the order and size of the books? Do any of the names surprise you? Might you have any recommendations/suggestions?

Activity 2: Presenting Information

Present pertinent information about yourself

Please record yourself summarizing your notes and giving your real or imagined opinion on the concept of *Bildungskanon*, the merits of studying the “classics” of literature, and the monument commemorating the contributions by German authors. Comment also on similarities and differences between Germany and the US regarding the concept of a *Bildungskanon* and between the information you learned and your own (real or imagined) practices and experiences with the *Bildungskanon*. 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 fast food:
 - Using your notes in response to the prompts, 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. Include comparisons and imperatives wherever you can.
 - Assign to each other the roles of defender and critic in a mock TV-debate on the merits of a *Bildungskanon*. Using the information you shared, complete the roleplay in which you argue your side of the issue.

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? Entschuldigung – ich habe das nicht ganz verstanden. Kannst du das bitte nochmal sagen?"

Digging Deeper: Follow-up Activities

- Research more information on the role of *Bildungskanon* in Germany and the US and its opportunity and challenges historically, now, and in the future. 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 around *Bildung* and *Bildungskanon*.
- Schoolbooks play a significant role in what we learn about and how we see our world. Do you think there are times in a country's history when schoolbooks should be critically reviewed and possibly revised?

Die Grenze A

Learning Objectives

In these activities, you show that you can:

- distinguish between the European countries and specifically which ones are part of the EU and which ones are variously affiliated
- describe historical, current, and future processes using the grammatical structures of the verb *werden*
- interpret short texts and videos and identify relevant information about life in Europe
- communicate with others in spoken conversation on topics related to education, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans to visit Europe and lean on others to guide you.

20. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
21. 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.
22. You share about your interests, likes/dislikes, habits and interests related to your travel goals using high-frequency words.
23. You prepare by reviewing information on Europe and compare it with your own knowledge and interests - using German.
24. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
25. 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

aktuell – heuteig – ständig – bewusst	ändern – entsprechen – existieren – fest*stellen
das Ergebnis – die Macht – der Lauf – die Weise – der Zeitpunkt	dadurch – daher – halb – vorher – sonst

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
To become/to reach: <i>werden</i>	Sie <u>wird</u> 21. Du <u>wirst</u> Ingenierin. Wir <u>werden</u> fertig. Ihr <u>werdet</u> in Deutsch immer besser.
Past tense of <i>werden</i> : simple past, present perfect tense, and past perfect tense	Europa <u>wurde</u> im 5. Jahrhundert kleiner. Nach Brexit <u>ist</u> die EU kleiner <u>geworden</u> , Aber vorher <u>war</u> die EU ständig größer <u>geworden</u> .
Future tense: without <i>werden</i> (i.e. present) and with <i>werden</i>	Im nächsten Sommer <u>fahre</u> ich nach Europa. Bald <u>werden</u> wir nach Europa <u>reisen</u> .
Hypothetical forms w/ <i>werden</i> for likely tentative events in the future: <i>werden</i> + infinitive + modal verb	Wir <u>werden</u> bald wieder <u>reisen dürfen</u> . Er <u>wird</u> seine Hausaufgaben <u>machen müssen</u> . Sie <u>wird</u> gut über die Reise <u>schreiben können</u> .

Cultural Knowledge

Note the following information:

Fact	Effect
Europe and Germany	Despite or perhaps because of WWII, Germany has played a leading role in bringing Europe together. Starting in the 1950s with a focus on restoring Europe's economies, the movement toward a united Europe has had its challenges and opportunities as nation

	states joined, were denied membership, or opted to leave the EU.
Switzerland in Europe	While Switzerland is stereotyped as a neutral country, the Swiss are partners and allies to their European neighbors. They are part of the Schengen treaty, but have not joined the EU or Euro zone, seeking to retain their independence and negotiating treaties separately.

Tasks

Activity 1: Interpreting Information - *Medien*

g) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following websites. Please write down the names of countries in Europe and where they are. Consider that maps, like any texts or statistics or infographics, have to make choices as to what they present. So please pay also attention to what they don't communicate about Europe and the member states in the EU:

[Europa-Karte](#)

[Europa: Covid-19 Karte](#)

Next see these videos:

[Die Geschichte der EU YouTube](#) oder [Die Geschichte der EU ZDF](#)

[Europa und Deutschland](#)

[Europa und die Schweiz](#)

h) Interpreting Information

Please respond to the following prompts:

1. Based on the websites with the maps of Europe [Europa-Karte](#) and [Europa: Covid-19 Karte](#), you are able to make the following suggestion to your friend: Your friend Sam is in Austria, and, as Europe opens up the borders, s/he wants to travel to as many countries as possible – but s/he has only 10 days. Based on the information provided, which countries can Sam visit

without having to quarantine? Using high-frequency words and the informal imperative or the future/hypothetical forms with *werden*, give Sam your sound advice.

2. Even though the EU has a long-standing history, there are doubters as to why Germany should be part of it now. In viewing the videos [Die Geschichte der EU YouTube](#) or [Die Geschichte der EU ZDF](#) and [Europa und Deutschland](#), please jot down five arguments why Germans will want to stay in the EU, using high-frequency words and the future/hypothetical forms with *werden*.

3. The video [Europa und die Schweiz](#) (2015) explains the special situation of Switzerland within the context of Europe. Please note the information provided for different viewpoints on why Switzerland should or should not consider joining the EU. Using high-frequency words and the future/hypothetical forms with *werden*, share your opinion.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activities, please share what information you gleaned about Europe and the EU, addressing all three prompts. Please use high-frequency words, the imperative and the future/hypothetical forms with *werden* as you make recommendations.

Please also share what pros and cons you identified and how the EU compares to the US in your opinion.

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 thinking about traveling to Europe, and imagine that you haven't done a bit of research. What questions might you ask of your friends and family? What might an informed citizen from Europe answer? Based on your notes and observations, develop such questions and answers.
- Take turns sharing the roles of (un)informed partner.

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? Entschuldigung – ich habe das nicht ganz verstanden. Kannst du das bitte nochmal sagen?"

Digging Deeper: Follow-up Activities

- Research more about Europe: How many countries are currently applying to join the EU? How many are right now in the Euro-Zone? What is the difference between the Schengen area, the Euro-Zone, and the EU?
- Formulate your opinion about what you found out – do you like / dislike what the EU does for Europeans? To what extent is the EU similar or different from the US?
- What might Europe look like in the future? Watch this [Easy German Video 180](#) to find out visions and wishes of participants, politicians, and experts at the German Dutch Forum in 2017.

Die Grenze B

Learning Objectives

In these activities, you show that you can:

- distinguish between the iron curtain, the *innerdeutsche Grenze*, and the Berlin wall.
- describe historical and current circumstances using high-frequency words and pronouns
- interpret short texts and videos and identify relevant information about life in Germany
- communicate with others in spoken conversation on topics related to Germany and Berlin, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans to visit Germany and lean on others to guide you.

26. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
27. 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.
28. You share about your interests, likes/dislikes, habits and interests related to your travel goals using high-frequency words.
29. You prepare by reviewing information on Germany and the city of Berlin – and the major differences within Germany – and compare these with your own knowledge and interests - using German.
30. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
31. 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

breit – deutlich – direkt – zusätzlich	ankündigen – ein*setzen – fallen – gelingen – schneiden – trennen
die Erde – die Gefahr – das Gerät – die Kontrolle – der November – das Opfer – das Projekt – der Schutz – der Soldat/die Soldatin	zumindest

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Personal pronouns in the nominative accusative and dative cases	ich – du – er/sie/es – wir – ihr – sie/Sie mich – dich – ihn/sie/es – uns – euch – sie/Sie mir – dir – ihm/ihr/ihm – uns – euch – ihnen/Ihnen
Verbs with direct and indirect objects	bringen – empfehlen – erklären – erzählen – geben – holen – kaufen – öffnen – sagen – zeigen
Word order with both dat. + acc. nouns Word order with 1 pronoun + 1 noun Word order with both acc. + dat. pronoun	Ich zeige <u>dem Studenten</u> <u>den Film</u> . Ich zeige <u>ihm</u> <u>den Film</u> / ich zeige <u>ihn</u> <u>dem Studenten</u> . Ich zeige <u>ihn</u> <u>ihm</u> .
Sentence structure with coordinating conjunction <i>denn</i> and subordinating conjunction <i>weil</i>	Ich finde das Café gut, <i>den</i> es gibt dort leckeres Eis. Ich finde das Restaurant besser, <i>weil</i> es dort leckeres Essen gibt.

Cultural Knowledge

Note the following information:

Fact	Effect
Berlin and Germany	During the Cold War (1945-1989), West-Berlin was one of the most affordable cities for West Germans. Additionally, students received financial incentives to study in West-Berlin! Today, life in Berlin is still rather affordable, but it

	has become a sought-after city since unification, and affordable housing is a challenge especially for students.
The iron curtain, the <i>innerdeutsche Grenze</i> , and the Berlin Wall	From longest to shortest is the Iron Curtain the name for the post-WWII division between the “free” Western world and the soviet-controlled “communist” Eastern Block nations. The <i>innerdeutsche Grenze</i> is the general term for the dividing line between Germany’s West and East, i.e. both the border that separated the <i>BRD</i> /FRG from the <i>DDR</i> /GDR as well as the Berlin Wall. The Berlin Wall is the shortest border as it is the name for the GDR-built construct that wraps around West-Berlin (so that East Germans couldn’t escape to it).

Tasks

Activity 1: Interpreting Information

i) Listening/viewing/reading

In preparation for the upcoming oral parts, you may want to start by reviewing these infographics in English: [Berlin 1961-89](#) and [Berlin 30yrs after](#)

Next, please review the following videos. Please note at least five relevant details of interest to you, in response to the prompts below, and in regards to the city of Berlin over time:

[Eingemauert](#)

[Mauerfall erklärt](#)

[Wie es passierte](#)

j) Interpreting Information

Please respond to the following prompts:

Based on the websites with the infographics about Berlin [Berlin 1961-89](#) and [Berlin 30yrs after](#), you are able to make some plans for your visit of Germany and Berlin: Which three sites are of particular interest to you in and around Berlin? Using high-frequency words and pronouns

when you repeat a word, give reasons for why a visit to these three places would likely be most rewarding.

Even though Berlin has been Germany's capital since 1991, family members and friends of yours might suggest you visit other parts of Germany, too. Based on the videos [Eingemauert](#), [Mauerfall erklärt](#) and [Wie es passierte](#), and using high-frequency words and pronouns when you repeat a word, give at least three reasons for why a visit to Berlin would likely be most rewarding.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please record yourself sharing what information you gleaned about Berlin today and its history, addressing both prompts. Please use high-frequency words and pronouns when you repeat a word.

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 thinking about traveling to Berlin, and imagine that you have friends and family who question your decision. Based on your notes and observations, develop your answers.
- Take turns sharing the roles of the questioning partner.

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? Entschuldigung – ich habe das nicht ganz verstanden. Kannst du das bitte nochmal sagen?"

Digging Deeper: Follow-up Activities

- Research more about Germany and Berlin: Which other parts of the country would you like to visit? Why?
- Research whether there are still differences between Germany's East and West. Formulate your opinion about what you find out about Berlin and the former GDR and the differences to the former BRD.
- Berlin 2013: Please watch [Easy German 35](#) to find out what people like and don't like about today's Berlin.
- Berlin 2020: Empty streets give a clear view of some of Berlin's attractions. Please watch [Easy German 344](#) and write down a list of what or whom you see – and what you don't see in this episode from April 2020. How does this compare to your own memories of that time?

Die Grenze C

Learning Objectives

In these activities, you show that you can:

- distinguish between the terms *Migrant*, *Ausländer*, *Asylbewerber*, and *Flüchtling*.
- describe historical and current circumstances using high-frequency words and correlative conjunctions
- interpret short texts and videos and identify relevant information about Germans' perspectives on migrants
- communicate with others in spoken conversation on topics related to migration, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from Germany who has a migration background.

32. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
33. 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.
34. You share about your interests, likes/dislikes, and your real or imagined experiences of living in another culture, using high-frequency words and structures.
35. You prepare by reviewing information on Germany's response to the refugee crisis that began in 2014 as well as more recent data on migrants – and compare these with your own knowledge of and interests in migration issues, incl. in the US - using German.
36. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
37. 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

sowohl... als auch – weder... noch – entweder... oder – je mehr... desto	aus*schließen – ein*stellen – entdecken – erhalten – sich kümmern um – sich Sorgen machen um
der Antrag – der Arbeitsplatz – die Erklärung – die Partei – die Politik – der Politiker/die Politikerin – das Recht – die Sorge	allerdings – grundsätzlich – sofort

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Corelative conjunctions	Deutschland war <u>sowohl</u> ein Einwanderer- <u>als auch</u> ein Auswandererland. Die Deutschen sind <u>weder</u> besser <u>noch</u> schlechter als ihre Nachbarn. <u>Entweder</u> ist man ein Gast in einem Land, <u>oder</u> man arbeitet dort. <u>Je mehr</u> Flüchtlinge in Deutschland sind, <u>desto</u> wichtiger ist ihre Integration in die Gesellschaft.
Verbs with prepositions and other elements: followed by dative	arbeiten an – aussehen nach – bestehen aus – halten von – handeln von – klingen nach – leiden an
Verbs with prepositions and other elements: followed by accusative	bitten um – denken an – es geht um – lachen über – schreiben über – schreiben an – sorgen für – sich verlassen auf – warten auf
Verbs with prepositions and other elements: followed by nominative	aussehen wie – klingen wie
Nouns with prepositions + dative: Nouns with prepositions + accusative:	die Angst haben vor – die Arbeit an – der Blick auf – die Erinnerung an – die Reaktion auf
Nouns + verbs:	Eine Entscheidung treffen – eine Frage stellen – Eine Rede halten – eine Reise machen – recht haben – sich Sorgen machen um – Urlaub machen – zur Verfügung stehen
da-/wo-compounds for non-human items: add -r with um/aus/über/an	Sie denkt an den Film. → Er denkt auch daran. → Woran denkt ihr? Er handelt von Liebe. → Viele Filme handeln davon.

→ Wovon handelt ein Krimi?

Cultural Knowledge

Note the following information:

Fact	Effect
From <i>Gastarbeiter</i> to <i>Asylbewerber</i>	After WWII, individuals from Southern and Eastern Europe met Germany's need for workers. They were called <i>Gastarbeiter</i> , which is an oxymoron because a guest is not expected to work. The term <i>Asylbewerber</i> identifies someone who seeks asylum because they are fleeing a dangerous situation at home.
Die Flüchtlingskrise 2014 and after	With the civil war engulfing Syria, the human migration to Southern and Central Europe became so numerous that it presented a crisis for many countries, incl. Germany. But the countries most affected were Greece, Turkey, and Italy, as refugees reached these countries' shores first. Germany accepted well over 1.5 million asylum seekers, and it presented, especially initially, a significant challenge to serve these individuals.

Tasks

Activity 1: Interpreting Information

k) Listening/viewing/reading

In preparation for the upcoming oral parts, you may want to start by reviewing these

infographics: [Woher? Migranten Migrationshintergrund](#)

and videos: [Migration erklärt](#) [Flüchtlingskrise 2015](#) [Firas Vlog](#) and [32 Grad](#)

Next, please review the [lyrics](#) to the music video [32 Grad](#). Please see the prompts for your consideration below.

I) Interpreting Information

Please respond to the following prompts:

Based on the websites with the infographics about migrants to Germany, you are able to note some interesting details about recent developments and trends over the past several years. Note at least five details of interest to you, using high-frequency words and structures.

Having watched the two explanatory videos [Migration erklärt](#) and [Flüchtlingskrise 2015](#), compare the information to your notes from the infographics and jot down additional details about the refugee crisis that began in 2014.

After having viewed the videos [Firas Vlog](#) and [32 Grad](#) (incl. its [lyrics](#)), you might agree that they are tongue-in-cheek / satirical commentaries from two very different perspectives. What do you (not) like about their approach? Why? Note some observations based on specific elements in the videos and texts.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please record yourself sharing what information you gleaned about the refugee crisis that began in 2014, its representation in the media you reviewed, and your opinions, addressing all prompts. Please use high-frequency words and structures.

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 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 meeting someone with a migration background in Germany, ask them about their decision to come to Germany and their experience. Based on your notes and observations, develop your questions and answers.
- Take turns sharing the roles of the questioning and answering partner.

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? Entschuldigung – ich habe das nicht ganz verstanden. Kannst du das bitte nochmal sagen?"

Digging Deeper: Follow-up Activities

- Research more about migrants in Germany and in the US: Which other details are interesting to you? Do you know someone in your circle of friends who is from another country?
- Research whether there are still refugee crises in the world. Formulate your opinion about what could be done to address these crises.
- You have encountered several reasons for the migration of people. With people, the language also migrates. [Wikipedia](https://en.wikipedia.org/wiki/Lehnwörter) has a list of so-called *Lehnwörter* in German which are words adopted from a foreign language with little or no modification. Please take a look at the list at the bottom of the page. Which foreign languages contribute a lot to the German vocabulary? Which influences surprise you? And which words do you recognize in your native language? Write down some *Lehnwörter* that you use daily.

How would your world look differently if you did not have these Lehnwörter in your language?

Die Grenze D

Learning Objectives

In these activities, you show that you can:

- describe and locate regional dialects in the German-speaking regions.
- interpret short texts and maps to identify relevant information about German dialects and their differences
- communicate with others in spoken conversation on topics related to language and dialects, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are meeting someone from a German-speaking region who is very proud of the dialect(s) s/he speaks.

38. You introduce yourselves to each other by name, clarifying by spelling it, and ask how you are.
39. 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.
40. You share about your interests, likes/dislikes, and your real or imagined experiences of living in a region with a dialect, using high-frequency words and structures.
41. You prepare by reviewing information on German-based dialects – and compare with findings from your peers' research - using German.
42. Show interest and enthusiasm / empathy and exchange contact information asking about social media, phone number etc.
43. 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

gering – gesetzlich – mehrere – staatlich – üblich – zahlreich	befinden – bestimmen – folgen – merken – prägen – stammen
die Chance – der Eindruck – die Fähigkeit – der Gegensatz – das Maß	bislang – dabei – sicherlich – wobei

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Present participles	Das wunderschön <u> klingende </u> Lied. Der defensiv <u> spielende </u> Fußballer. Die langsam <u> sprechende </u> Professorin. Die schnell <u> wachsenden </u> Blumen.
selbst/selber vs. selbst/sogar	Du musst selbst/selber entscheiden, was du willst. Selbst/sogar du solltest das tun können.
Reflective verbs with accusative	sich entscheiden – sich fühlen – sich setzen – sich verhalten
Reflective verbs with dative and accusative	sich etwas leisten – sich etwas überlegen – sich etwas vorstellen – sich etwas wünschen
Reflective verbs with prepositions + accusative:	sich einstellen auf – sich erinnern an – sich freuen auf/über – sich interessieren für – sich kümmern um – sich verlassen auf – sich vorbereiten auf

Cultural Knowledge

Note the following information:

Fact	Effect
<i>die Sprachgrenze, die Sprachgrenzen</i>	All languages offer varieties termed dialects when they are geographically identifiable. They typically present themselves in a continuum, in

	which there is mutual intelligibility in adjoining regions and less mutual intelligibility in regions that are further apart (the dialects of Hamburg and Zürich have less in common than the dialects of Hessen and Rheinland-Pfalz).
Mapping <i>Sprachgrenzen</i>	Linguists look at words incl. their articles, plurals, and pronunciation, but also at sentence structure and map linguistic borders where change is verified. Think of some of the US-based variations, e.g. some people call a carbonated drink a soda, a Coke, a Pop, or a Pepsi.

Tasks

Activity 1: Interpreting Information

m) Listening/viewing/reading

In preparation for the upcoming oral parts, you may want to start by reviewing these texts and infographics: [Kulinarisches Eierkuchen Überblick](#) [deutsche Dialekte](#)

Please see the prompts for your consideration below.

n) Interpreting Information

Please respond to the following prompts:

Based on the website [Kulinarisches](#) with diverse names for high-frequency food items in Germany, Austria and Switzerland, please look up and note the names for the German

Brötchen

Kartoffel

Kohl

Mais

Sahne

Having reviewed the map [Eierkuchen](#), please identify the names for pancakes per country:

Germany

Austria

Switzerland

adding additional names from the readers' posts.

Please see the map [Überlick](#) and the website [deutsche Dialekte](#), and count how many dialects are listed in each. Next pick three of the dialects featured in [deutsche Dialekte](#) that interest you. Locate their regions on a German map and note three details about each dialect by clicking on the title above the photo for further information. Also note why you decided on these three dialects and what you learned. Was there something particularly surprising in the information?

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please record yourself sharing what information you gleaned about dialects in German-speaking cultures, addressing all prompts. Do you have a favorite dialect now? Why (not)? Please use high-frequency words and structures.

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 debate 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 meeting someone from a particular region in Germany, and they are very proud of their dialect. You, however, have also a (real or imagined) favorite dialect/region. Please ask each other about your sentiments and argue your points based on your notes and observations. Complete the roleplay by acknowledging viewpoints, but by also (respectfully) agreeing to disagree.

These activities should take you 3-5 minutes to prepare and your presentation and conversation should last about 2-5 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? Entschuldigung – ich habe das nicht ganz verstanden. Kannst du das bitte nochmal sagen?"

Digging Deeper: Follow-up Activities

- Research more about languages in the DACHL countries and the German-based dialects: Which other details are interesting to you? Are you (or do you know someone in your circle of friends who is) from a region in which a dialect is spoken? What is your opinion about speaking in dialect and why?
- Research whether the number of dialects and speakers is increasing or decreasing. Formulate your opinion about whether this is good or bad and what one could do about it.
- Watch this [Easy German video](#) introducing five different Swiss dialects. Can you distinguish between them?
- Some fun to finish the chapter: Please watch this [Easy German video](#) and feel free to repeat after Cari. Have fun!