

German 2002 Course Materials

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Berlin A

Learning Objectives

In these activities, you show that you can:

- demonstrate knowledge about German history in general and the role Berlin plays
- use past narration to share the locations that you have visited on your travels
- interpret short texts and videos and identify relevant information about visiting Berlin
- communicate with others in spoken conversation on topics related to the city of Berlin, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans to travel to the capital of Germany and lean on others to guide you.

1. You introduce yourselves to each other by name, clarifying by spelling it, 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 travel plans using high-frequency words.
4. You prepare by reviewing information on your previous travel destinations and compare it with your future travel plans- 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

danach – nachdem – weiter – eher – insbesondere – unbedingt – ehemalig - zirka	an*sehen - empfehlen – besichtigen – fahren – nach*fragen
Zum Schluss - Ahh... Interessant! Wirklich? - Ohh... das tut mir leid!	der Berliner [Berliner] - die Berlinerin [Berlinerinnen]

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Connecting parts of an itinerary in past narration – strong verbs vs regular verbs in perfect	Ich bin letztes Jahr nach Frankfurt geflogen. Ich habe Frankfurt und Wiesbaden angesehen und dann bin ich nach Stuttgart gefahren.
Perfect tense and past participles	Ich bin geflogen / Ich bin gefahren / Ich bin geblieben / Ich bin gegangen / Ich habe gesehen / Ich habe besucht
Declare the start/end	am Anfang / zum Schluss

Cultural Knowledge

Note the following information:

Fact	Effect
Berlin	Ever since the 19 th century, Berlin has always been a capital: In 1871, Berlin became the capital of the German Empire, in 1918 the capital of the Weimar Republic. Later, in 1933, the capital of Nazi Germany, and in 1949, after the division of the country into two separate nations, the capital of the German Democratic Republic. While Bonn functioned as capital from 1949 to 1990 for West Germany, only after the fall of the Wall and the subsequent

	reunification did Berlin become the capital for all Germany again.
<u>Map</u> of divided Germany	From 1949 to 1990 Germany was geographically and politically divided.

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos and websites. Please write down words and concepts that communicate pertinent information about German history and Berlin as a capital:

[Berlin – Hauptstadt des vereinten Deutschland](#)

[Geschichte Berlins in Bildern](#)

[Sehenswürdigkeiten in Berlin](#)

[Insider Tipps Berlin](#)

[U-Bahn Karte Berlin](#)

Please feel free to research additional material for your travel plans.

b) Interpreting Information

Please respond to the following prompts:

Having examined the sources above, which landmarks and places in Berlin would you visit? In your travel itinerary, please include at least four places for consideration. Organize your trip so that the sequence of locations makes sense in terms of geographical positions and travel time. In your answers, use the vocabulary given above as well as high-frequency words.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about Berlin and its landmarks. Please share what specificities you identified and how Berlin compares to your favorite city 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.
- You returned home from a trip to Berlin. You tell your friend about your experiences. Based on your notes and observations, what are the three most remarkable facts about the city and what was your itinerary for your trip to 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?”
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Digging Deeper: Follow-up Activities

- Research more about the history of Germany in general and Berlin in particular.
- Tour the [sights of Berlin](#) in 4k video.
- Formulate your opinion about what you found out and pick one aspect or landmark that symbolizes Germany or Berlin for you best. Why did you choose it and what is remarkable about it?

Berlin B

Learning Objectives

In these activities, you show that you can:

- demonstrate knowledge about East and West Berlin
- use the passive voice in the present tense
- interpret short texts and videos and identify relevant information about the different districts in Berlin
- communicate with others in spoken conversation on topics related to identity and belonging, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are asked to give a presentation about living in Berlin and the people who inhabit Berlin. You may lean on others to guide you.

1. You introduce yourselves to each other by name, clarifying by spelling it, 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 knowledge about Berlin using high-frequency words.
4. You prepare by reviewing information on former East and West Berlin and its districts 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 Umgebung – das Zentrum – der Bezirk – die Heimat – die Abgrenzung – die Zugehörigkeit – das Szeneviertel	erwähnen – dazu*gehören – ab*raten – wenden – erhöhen
niedrig - rasch	jedenfalls – unmittelbar

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
passive voice with “werden” in the present tense	Ich werde getragen. Du wirst angerufen. Er/sie/es wird erwähnt. Wir werden gelobt. Ihr werdet geschlagen. Die Steuern werden erhöht.
not all verbs are able to form a passive voice:	modal verbs können, wollen, dürfen, sollen, müssen, möchten reflexive verbs sich freuen, sich interessieren, sich wundern

Cultural Knowledge

Note the following information:

Fact	Effect
Germany was divided in East and West for 41 years.	In 1949, when East and West Berlin were formed, travel between the two areas was still possible. People traveled between the parts for work or to visit relatives. However, this became increasingly difficult, and when East Germany began construction of a wall, to not only ideologically but also physically divide the city, entering or leaving the eastern part became almost impossible without special permission.

	Walter Ulbricht's statement, "Niemand hat die Absicht eine Mauer zu errichten," is often quoted among Germans when discussing the history of Berlin.
The geographically and ideologically divided city of Berlin fostered rich cultures and unique lifestyles on either side of its border. This divide shaped all aspects of politics, culture, and education.	Berlin has an attractive educational landscape. Many students from Germany and beyond are drawn to the city for its educational opportunities and the rich cultural life. Berlin is a hub for innovation and creativity in the arts, yet has little industry. The division of the city is the reason why Berlin has two zoos: the Tiergarten in the East and the Berlin Zoologischer Garten in the West. It also has two famous research universities: the Humboldt Universität in the East and the Freie Universität in the West.

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos and websites. Please write down words and concepts that communicate pertinent information about what it means to live in a certain district (*Kiez*) of Berlin and how it shapes identity:

[Die 12 Berliner Bezirke](#), [Berliner Bezirke und Stadtteile](#), [Quizz Welcher Berliner Stadtteil past zu Dir?](#)

b) Interpreting Information

Please respond to the following sentence:

"Für die Ostdeutschen hat sich mit der Wende alles geändert, für die Westdeutschen nur die Postleitzahl."

Do you agree with this statement? Please note at least three arguments that support your opinion, using high-frequency words. Additional material can be found here: [Was soll denn](#)

[diese Mauer mitten in Berlin?](#), [Die Mauer in den Köpfen?](#), [Deutsche Einheit – was wurde aus der ideologischen Mauer](#)

Please feel free to use additional material.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about Berlin's districts. Please share what pros and cons you identified and how living in the western part of Berlin compares to living in the eastern part (in your opinion). Please use the passive voice in the present tense where appropriate.

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 just returned from your trip to Berlin. You are excited about one particular Kiez that you explored and would like to share those experiences with your friends. Based on your notes and observations, describe why you enjoy that district the most and provide three reasons. Please use the passive voice in the present tense where appropriate, to describe things that happen in that part of the city.
- Take turns sharing your information with your 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 the significance of Berlin as a symbol for German reunification. Do you think Germany has grown into one country and that Germans are proud of what they achieved with this peaceful transition?
- Formulate your opinion about what you learned about Germany and patriotic discourse in Germany. How does a reticence toward patriotic expression reflect upon and respond to its history.
- Patriotismus im Fussball: [Deutschlandfahnenverbot ja oder nein?](#) What is the main controversy discussed in this video? Why is this controversial? Please compare and contrast the use of national flags/symbols in the US and Germany.

Berlin C

Learning Objectives

In these activities, you show that you can:

- demonstrate knowledge about Berlin as a center for art and culture
- use the passive voice in the past tense
- interpret short texts and videos and identify relevant information about Berlin's culture
- communicate with others in spoken conversation on topics related to Berlin's role in the cultural landscape, its sights and scenes, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are asked to give a presentation about Berlin's culture. You may lean on others to guide you.

1. You introduce yourselves to each other by name, clarifying by spelling it, 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, and preferences related to your knowledge about Berlin's *Kulturleben* using high-frequency words.
4. You prepare by reviewing information on museums, theaters, concerts, and galleries in Berlin.
5. Show interest and enthusiasm / empathy and swap personal details by asking about social media information, 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

das Programm – die Tatsache – der Kulturbetrieb – die Galerie	übernehmen – an*geben – eröffnen – ab*lehnen
anschließend – schließlich – sodass – derzeit	notwendig

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
passive voice with “werden” in the past tense	Ich wurde getragen. Du wurdest angerufen. Er/sie/es wurde erwähnt. Wir wurden gelobt. Ihr wurdet geschlagen. Die Steuern wurden erhöht.
usage of passive voice in German	The passive voice is used less often in German when compared to English, but it is still used.
agency in passive sentences	In German, the agent may or may not be included in the sentence: “Das Essen wurde gekocht” vs “Das Essen wurde von mir gekocht”.
agent as a person, as opposed to the means by which the verbal action occurs	If the agent is a person, it is expressed in German with a von-phrase: “Das Essen wurde von Paul gekocht.” If the agent is not a person, then a durch-phrase is used: “Der Gewinner wurde durch die Medien bekanntgegeben.”

Cultural Knowledge

Note the following information:

Fact	Effect
Berlin is home to more than 175 museums, 150 theatrical venues, 300 galleries, 130 movie theaters and many cultural institutions. Berlin’s diversity is reflected in	Although Berlin is no economic powerhouse, it attracts many tourists and creatives. As of 2020, the city budgets €600 million for the promotion of culture, 95% of which goes to

the many international and multilingual cultural productions that make Berlin a hub of the international art scene. Berlin breathes creativity and at the same time is shaped by the political scene, owing to its role as Germany's capital.	institutions. The remainder of the budget is project related. One of the main attractions for art aficionados is Berlin's Museum Island (<i>Museumsinsel</i>).
Museumsinsel Berlin	Museum Island is a UNESCO World Heritage Site and hosts some of the most popular museums in Berlin. Additionally, Berlin is home to some outdoor art venues, including the well-known East Side Gallery .

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos. Please write down words and concepts that communicate pertinent information about cultural events and institutions that are especially interesting to you. Use the following sources as guidelines:

[Denkmäler in Berlin](#), [Kultur in Berlin](#), [Berlin – Weltkulturerbe](#), [Anschlag auf die Museumsinsel](#),

Please feel free to use other resources in German for your preparation.

b) Interpreting Information

Please comment on the following sentence:

“Berlin. Die größte kulturelle Extravaganz, die man sich vorstellen kann.” (David Bowie)

Do you agree? How does Berlin compare to other major cities you've visited? Please note at least three arguments that support your opinion.

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 cultural scene in Berlin. Please share which cultural institution, event, etc. caught your eye and why. Please use the passive voice in the past tense where it is appropriate.

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 just returned from your trip to Berlin. You are excited about your experiences with the cultural scene as well as memorials and architecture. Pick an element that you explored and would like to share with your friends. Based on your notes and observations, give your arguments for your choice and list at least three elements that excite you about this aspect of Berlin.
- Take turns sharing your information with your 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 the alternative / countercultures in Berlin and why the city is considered to be a creative epicenter of Europe.
- Have a look at the following video and website and do more research on this innovative way of teaching the history of Berlin: [Berliner Unterwelten](#), [Unterwelten Video](#). Have you participated in a similar activity in your home country? Or, have you experienced similar approaches to teaching history beyond classical museums?
- Formulate your opinion in response to the following quotation, and explain how it informs your understanding of Berlin and its reputation.
 "Berlin [ist] dazu verdammt: immerfort zu werden und niemals zu sein."

- Karl Scheffler, art critic, 1910

Berlin D

Learning Objectives

In these activities, you show that you can:

- identify the features of Berlin that are historical and those that are under development
- use passive constructions with modal verbs, in the future tense, in perfect tense
- interpret short texts and videos and identify relevant information about Berlin's special role in German history, the city's culture, attraction, and appeal
- communicate with others in spoken conversation on topics related to Berlin as home to a very diverse population, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You embody the roles of a journalist and tour guide in Berlin and may lean on others to guide you.

1. You introduce yourselves to each other by name, clarifying by spelling it, 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 knowledge about interesting places, institutions in Berlin, as well as its sights, using high-frequency words.
4. You prepare by reviewing information on future projects underway in Berlin, and examine the culinary scene and compare it with your own hometown - 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 Baustelle – das Projekt – die Folge – der Gegenstand – das Objekt	entfernen – fest*halten – überzeugen - verwenden
doch – durchaus – ebenfalls – gesamt – inzwischen - übrigens	künftig – ambitioniert - ehrgeizig

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
passive voice with modal verbs + “werden” + past participle	Keep in mind that modal verbs don’t have a passive form but are frequently part of passive constructions: Das Bad muss geputzt werden. Das Projekt musste schnell abgeschlossen werden.
passive voice in the future tense	Keep in mind that you use <i>*two*</i> forms of werden for the passive voice in the future: a conjugated form of “werden” and “werden” as the passive infinitive + past participle: Die Philharmonie wird gebaut werden. Die Steuern werden erhöht werden.
statal passive with a form of “sein”	You learned that passive constructions are built with a form of “werden”. Here, we assume that an action is taking place: Der Laden wird geschlossen. The statal passive indicates the result of the action that already took place: Der Laden ist geschlossen. You often find the statal passive on (prohibition) signs: Das Baden im See ist verboten.
Passive voice in perfect tense	Reminder: the passive voice in perfect tense consists of a conjugated form of “sein” + a special form of “werden”: Die Steuern sind erhöht worden .

	Das Haus ist abgerissen worden .
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Cultural Knowledge

Note the following information:

Fact	Effect
People from more than 190 nations call Berlin their home. Demographics of Berlin	Diverse national backgrounds influence the food culture in Berlin. Berlin is a hotspot for trendy and traditional foods alike. Top 10 Restaurants , Internationale Küche in Berlin – Finder
Despite the numerous culinary possibilities that Berlin offers, there is a classic dish that can be found all over Germany: die Currywurst. Legend has it that it was invented in Berlin. Some stands also offer vegetarian / vegan currywurst .	The Currywurst appears in literature and music. The Currywurst can also be a lens into postwar German culture. See also Herbert Grönemeyer Currywurst , Uwe Timm Die Entdeckung der Currywurst

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos and websites. You may also consult the material you read in the previous three sections. Please write down words and concepts that communicate pertinent information about Berlin and future projects that will shape the face of life in Berlin:

[Neuer Flughafen Berlin BER](#), [Projekte der GrünBerlin Gruppe](#), [Stadtplanung der Zukunft](#), [Kulturprojekte Berlin](#), [Berliner Stadtschloss](#)

b) Interpreting Information

Please respond to the following prompts:

“Berlin ist arm, aber sexy”. This assessment by Berlin’s former mayor Klaus Wowereit still is a familiar slogan in conversations about Berlin. Even though the city’s financial situation is less precarious nowadays, many projects currently under construction in the capital are being criticized. The new airport is a prime example for this. From your research and knowledge about Berlin, what do you think the city should focus on for its future development? Please explain your opinion using high-frequency words and the passive voice where appropriate.

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 development of Berlin, starting from its status as a divided city and ending with its position as a modern and future-oriented metropolis. Please pick one project / development you find particularly interesting and make three points about it.

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 a cultural critic living in Berlin and were tasked with explaining what Berlin means to you. Based on your notes and observations, produce a spoken love letter to the city and its people, focusing on positive and critical aspects.
- Take turns sharing your thoughts with your 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
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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? Entschuldigung – ich habe das nicht ganz verstanden. Kannst du das bitte nochmal sagen?"

Digging Deeper: Follow-up Activities

- research more about the culinary scene in Berlin
- create a perfect day for you and your significant other in Berlin. You know the city but they don't, so they are going to rely on your expertise. Which elements would you include? Where would you eat?
- Based on the following links [Food Festivals in Berlin](#) and [Street Food Festival Berlin](#), how does eating in Berlin compare to your cuisine at home? Which similarities do you see and which food are you most interested in trying and why?

Das Geld A

Learning Objectives

In these activities, you show that you can:

- Identify discrepancies and contradictions in the Weimar Republic
- use relative pronouns in the nominative case
- interpret short texts and videos and identify relevant information about living in the Weimar Republic
- communicate with others in spoken conversation on topics related to the Weimar Republic, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are expressing your opinions and reporting facts about the Weimar Republic. You may lean on others to guide you.

1. You introduce yourselves to each other by name, clarifying by spelling it, 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 German history and the Weimar Republic using high-frequency words.
4. You prepare by reviewing information on living in the Weimar Republic.
5. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

der Chef – die Chefin – die Firma – die Mark – der Markt – der Mitarbeiter – die	aus*reichen – liefern – reagieren – verzichten - wirken
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Mitarbeiterin – das Produkt – der Umstand- der Zustand	
vorne – hinten	ausreichend – mangelnd

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
relative clauses and relative pronouns	Reminder: the German pronouns in the different cases are identical with the definite article – with a few exceptions:

	MASCULINE	FEMININE	NEUTER	PLURAL
NOMINATIVE	<i>der</i>	<i>die</i>	<i>das</i>	<i>die</i>
ACCUSATIVE	<i>den</i>	<i>die</i>	<i>das</i>	<i>die</i>
DATIVE	<i>dem</i>	<i>der</i>	<i>dem</i>	<i>denen</i>
GENITIVE	<i>dessen</i>	<i>deren</i>	<i>dessen</i>	<i>deren</i>

Cultural Knowledge

Note the following information:

Fact	Effect
Germany experienced a serious crisis due to the reparations that had to be paid for World War I.	The crisis resulted in a so-called galloping inflation. The term refers to a type of inflation that occurs when the prices of goods and services increase at two-digit or three-digit rate per year. Galloping inflation is also known as jumping inflation . (see also hyperinflation in Kapitel 14 Thema 1).
Why is the first republic in German history called the Weimar Republic (1918 – 1933)?	Weimar is a town in the federal state of Thuringia (former GDR territory) and of significance in Germany's political and cultural history. It was home to the German Enlightenment movement and to Goethe, Schiller, and other scholars and artists. The

	Bauhaus movement started in Weimar and, not far from the town, the infamous concentration camp Buchenwald was established. Weimar was the place where Germany's first democratic constitution was signed, hence the republic takes its name even though Berlin remained Germany's capital.
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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 and websites to gain an overview of life in the Weimar Republic. Please write down words and concepts that communicate pertinent information about this area.

[Lückentext Weimarer Republik](#), [Hunger hier – Kunst dort](#), [Jetzt erzähle ich](#), [Die Goldenen Zwanziger](#), [Podcast 20er Jahre – Gymnasium](#), [Berlin in 1926](#)

b) Interpreting Information

Please respond to the following prompts:

How would you describe the changing atmosphere/conditions of the 1920s in Germany? Which aspects do you find noteworthy and why? Support your description with three pieces of evidence, using high-frequency words and relative clauses where appropriate.

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 contradictions that life in 1920s Germany created. Focus on one aspect (such as childhood, work, or politics) and explain how it affected Germans. Please share what pros and cons you identified.

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 an American foreign correspondent working in Berlin of the 1920s. Even though people are hopeful, the inflation of 1923 hit the country hard and only after American investments on the German market does the economy start to soar again. Please describe the working conditions focusing on employment, gender, and economy.
- Take turns sharing your findings with your 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 culture and art in the Weimar Republic. Would you have liked to live in this era? What have you heard about the cinema of this time?
- Formulate your opinion about what you found out. What is your opinion about the roaring 20s in Germany and how do you think it set the stage for the decades to come in Germany's history. Why do you think elements from this era are trending nowadays?
- What is considered to be the highlight of the Weimar Republic ("das Glanzstück der Weimarer Republik")? Whose quote is this? Do you think this a criticism of the Weimar Republic?

Das Geld B

Learning Objectives

In these activities, you show that you can:

- discuss different attitudes towards money in Germany and the US
- integrate new grammatical functions: relative pronouns in the dative case; verbs requiring the dative case; hin and her.
- interpret short texts and videos and identify relevant information about owning property vs. renting in Germany
- communicate with others in spoken conversation on topics related to money, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are discussing different attitudes toward money.

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 own relationship with money and its significance in your life, using high-frequency words.
4. You prepare by reviewing information about owning a house vs. renting in Germany and compare it with your home country.
5. 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?"

Vocabulary

die Aussage – die Analyse – das Mittel	benötigen – besitzen – nützen – organisieren - vertreten
entscheidend	denen – her – hinaus – heraus - nämlich

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Relative pronouns in the dative case – dative plural form	Reminder: the relative pronouns in the different cases are identical with the definite article with few exceptions. One exception: dative plural for the relative pronoun is denen Das sind die Freunde, denen ich geholfen habe. vs. Ich habe den Freunden geholfen.
Sentence structure with relative pronouns	German is less flexible in the use of relative pronouns than English. For example, in German one cannot omit a relative pronoun from a relative clause (English can: He's the person I met.)
common verbs requiring the dative case	antworten, dienen, drohen, entsprechen, gefallen, gehören, glauben, helfen, schaden
use of hin und her: if used with verbs, they are separable prefixes	hingehen: Er ist zum Fenster hingegangen. hergehen: Na, hier geht es ja hoch her!
use of hin and her + preposition + verb: if used as verbs with a preposition, they are also separable verbs	hin-ein*gehen: Die Katze ist in das Haus hineingegangen. her-aus*kommen: Zum Schluss ist die Wahrheit immer herausgekommen.

Cultural Knowledge

Fact	Effect
Paper money has been used since the 7 th century.	The first forms of paper money have been invented in China during the Tang-dynasty. Promissory notes were issued as a form of receipts of deposit of a sale, meaning that large amounts of currency were not carried, and this facilitated transactions for goods and services. The first actual paper money was invented in China in the 11 th century.
When was the first paper money produced in Europe?	Marco Polo was impressed by the use of paper money in East Asia, yet, it was not for several centuries after his return to Italy that this discovery would take hold in Europe. In the mid 17 th century, Swedish bankers issued the first banknotes in Europe.

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos and websites. Please write down words and concepts that communicate pertinent information about renting vs. owning property in Germany as well as popular beliefs about money:

[Was ist Geld?](#), [Die Deutschen und das Geld](#), [Eigentum vs. Mieten](#), [Geld in Deutschland](#).

Please feel free to incorporate additional material that you discover.

b) Interpreting Information

Please respond to the following prompts:

Comparing Germany and the US, where do you see differences in investing money and the attitude towards money (e.g. spending, ways of payment). Please generate at least three arguments based on your review of these videos:

[Deutschland und das liebe Geld](#), [Umgang mit Geld Deutschland](#), [Sparfüchse und Pfennigfuchser](#)

How do you personally invest / spend your money? Please use high-frequency words and relative clauses as well as him and her where appropriate.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about money in Germany. Please share what pros and cons you identified and how the German attitudes compare to the relationship to money in 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 buying property in Germany as opposed to renting. Your friends and family question whether this makes sense. Based on your notes and observations, give your arguments and counter-arguments/develop questions and answers.
- Take turns sharing the pros and cons or role of 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?"
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Digging Deeper: Follow-up Activities

- Research more about how Germans like or dislike spending their money, especially when it comes to dating.
- Formulate your opinion about what you found out – do you like / dislike about their approach of who is buying. How is it in your home country?
- "Schaffe, schaffe, Häusle baue. Butterbrot statt Schnitzel kaue". This is a popular saying in Swabia, a part of the federal state of Baden-Wuerttemberg, home to global players such as Mercedes Benz and Bosch and hidden champions alike. It describes the attitude towards money and what values are cherished not only in this part of Germany. There is even an eponymous song about it from the 1960s: [Schaffe, schaffe, Häusle baue](#), Lyrics Which "German" values are being communicated in this song? What stereotypes can you discern?

Das Geld C

Learning Objectives

In these activities, you show that you can:

- distinguish between money transfer in the US and the European Union
- use relative clauses with genitive, relative pronouns with verbs combining prepositions and fixed combinations of verbs + prepositions
- interpret short texts and videos and identify relevant information about traveling on a budget in Switzerland and Austria
- communicate with others in spoken conversation on topics related to financial planning while traveling, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are making plans to travel to Switzerland and / or Austria on a budget 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 express your interests, likes/dislikes, habits, interests and preferences related to money, money transfer, and money exchange in Europe using high-frequency words.
4. You prepare by reviewing information about exchange rates, ATMs in Austria and Switzerland, and money transfer within and outside the EU and compare it with your own country.
5. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

der Artikel – die Bank – die Höhe – das Institut – das Risiko – die Verbindung	an*legen – beziehen – enthalten – informieren – schützen – verfügen über
deren – dessen – immerhin	risikoreich

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage										
relative clauses in the genitive case:	Relative clauses require genitive less often than dative and accusative. This is primarily due to the fact that few German prepositions take the genitive. <table><tr><td></td><td>Masc.</td><td>Fem.</td><td>Neuter</td><td>Plural</td></tr><tr><td>Genitive</td><td>dessen</td><td>deren</td><td>dessen</td><td>deren</td></tr></table>		Masc.	Fem.	Neuter	Plural	Genitive	dessen	deren	dessen	deren
	Masc.	Fem.	Neuter	Plural							
Genitive	dessen	deren	dessen	deren							
relative clauses with prepositions: The word order in German is stricter than in English. In English, you can omit the object that the relative clause refers to. But this would break the meaning of a sentence in German.	The preposition and the relative pronoun begin the relative clause. The conjugated verb comes at the end of the relative clause. Das sind die Banken, mit denen ich gestern telefoniert habe. Morgen besuchen wir das Ehepaar, mit dem wir uns letztes Jahr ein Haus geteilt haben.										
In German, there are fixed combinations of (reflexive) verbs that use a specific preposition. The sentence structure in the relative clause follows the same pattern.	sich erinnern an: Der Abstieg des Hamburger Sportvereins in die 2. Bundesliga war ein Schock, an den ich mich nicht gern erinnere.										
schreiben über, sprechen über, warten auf, bestehen aus, bitten um, handeln von, erzählen von etc.	teilnehmen an: An der Wiener Oper findet ein Konzert statt, an dem mein Mann als Violinist teilnimmt.										

Cultural Knowledge

Note the following information:

Fact	Effect
The populations of Austria and Switzerland are roughly equal.	The current population of Austria is about 9 million people while in Switzerland, there live about 8.5 million. However: Switzerland has about 41.3 square kilometers, while in Austria, the same amount of people share about twice as much space (83.9 square kilometers). Does that mean it gets crowded in Switzerland? Hardly, but it does mean that urban planning must be done properly, since about 50,000 people move to Switzerland annually. As more housing is needed, more traffic results, and increased density creates its own planning issues.
Austria and Switzerland are both known for their high quality food and food production with a focus on sustainable farming and organic produce. Their sweets are popular and beloved internationally.	As of 2020, Swiss chocolatier Lindt & Sprüngli AG is the company with the most valuable stock share for any chocolate company. In fact, only the share price of Warren Buffett's Berkshire Hathaway is more expensive.

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos and websites. Please write down words and concepts that explain the system of money transfer between banks and money withdrawal. Also, learn about how people travel between Austria and Switzerland.

[Die SEPA Überweisung – DHBW Stuttgart](#), [Erklär mir: das SEPA Verfahren](#), [IBAN und SEPA](#), [SEPA Raum](#), [mit der Bahn in die Schweiz](#), [Umrechnungskurse](#), [Geldautomaten in der Schweiz](#), [Geld abheben in der Schweiz](#)

Please feel free to research different means of travel between Austria and Switzerland.

b) Interpreting Information

Please respond to the following prompts:

In the section Interaktionen II, you read about the Austrian journalist David Groß, who traveled without using money. Here is one of his realizations:

“Heimat findet man dort, wo Geld keine Rolle mehr spielt. Nichts, was wirklich Bedeutung hat, ist um Geld zu haben.”

Do you agree with his assessment? How are Heimat and money related in your opinion? To what extent is this a philosophical question? In your answer, please use at least three arguments that support your opinion, using high-frequency words as well as relative clauses where appropriate.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about money transfers within the European Union and the European Economic Area. Please share what pros and cons you identified and how this money transfer compares to money transfer or wire transfer in your country.

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 making plans to travel to Switzerland and Austria. You researched the means of transportation and the exchange rate for the different currencies in the two countries. You know that paying with a credit card may present challenges, so you plan to bring cash. Based on your notes and observations, create a short report on your

starting point in one of the countries, the means of transportation you are planning on using, and which item or food / drink you are planning on buying first using cash. Please also note the price of that item and compare how much that item would have cost in your home country's currency.

- Take turns sharing the travel plans with your 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 the monetary reform in the EU. Are Germans still able to exchange old D-Mark for Euro? If so, what is the exchange rate? Where can they still use D-Mark or exchange money?
- Have a look at the old banknotes of the D-Mark: [deutsche Banknoten](#)
If you could put any person or image on a money bill, who or what would you choose and why? Please present three arguments to support your opinion.

Das Geld D

Learning Objectives

In these activities, you show that you can:

- confidently speak about your priorities in life and your coping strategies for handling stress
- use “was” constructions in relative clauses
- interpret short texts and videos about dealing with challenges that everyday life brings
- communicate with others in spoken conversation on topics related to setting priorities and following goals in life, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are engaging in a discussion about what’s important to you in life. Exchange ideas with others.

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 goals in life and coping strategies, using high-frequency words.
4. You prepare by reviewing information about the values held by your generation in Germany and compare them with what your peers value at home.
5. 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 Behandlung – die Ebene – das Glück – die GmbH – der Kollege – die Kollegin – die Krankheit – der Patient – die Patientin – die	betreiben – reichen – treten – sich verhalten
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Position – die Praxis – der Vorsitzende – das Zeichen	
ach	rund

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
use of clausal antecedents + “was”	If the <u>antecedent</u> of a relative clause is not a concrete noun, “was” is used instead of a relative pronoun. If a preceding clause doesn’t contain a specific <u>antecedent</u> dictating gender or plural number, “was” is used in the relative clause. Es gibt <u>nichts</u>, was ich nicht weiß. Das ist genau <u>das</u>, was ich verloren habe.
clausal antecedents without grammatical gender:	etwas, nichts, alles, viel, wenig Es gibt nichts, was ich hinzufügen kann. Ihr fiel etwas ein, was ihr bis gestern noch entfallen war.
“was” in combinations with prepositions: use of wo-compound	If the antecedent requires to use “was” and the relative clause has a preposition to the relative pronoun, a wo-compound is substituted for a “was” + preposition combination: Incorrect: Es gibt vieles, *auf was* unser Vorsitzender besteht. Correct: Es gibt vieles, worauf unser Vorsitzender besteht. (bestehen auf)

Cultural Knowledge

Note the following information:

Fact	Effect
The age of retirement in Germany changed over the past decade.	Since 2012, the age limit for retirement in Germany has increased gradually from 65 to 67 years. The reason for this decision is the demographic development in Germany: men in Germany meanwhile have an average life expectancy of over 78 years, women can even expect to be older than 83 - both with increasing longevity. The result, compounded with stagnating fertility, is that fewer young people can work to support a growing number of senior citizens, who receive pensions for longer. This inverted pyramid can lead to catastrophic financial circumstances.
Life expectancy has increased in Germany.	Due to robust health care and favorable living conditions, scientists predict that every other baby born in Germany in the year 2000 and later will live to a hundred. Good news for young adults, but a serious challenge for the government, which must maintain the living standard and ensure that the social system adapts to changing demographics.

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos and websites. Please write down words and concepts that deal with work-life balance, and coping strategies for stress:

[Wie zufrieden sind die Deutschen an ihrem Arbeitsplatz?](#), [Strategien zur Work-Life Balance](#), [Work-Life Balance II](#), [Stressbewältigung im Alltag](#)

b) Interpreting Information

Please respond to the following prompts:

Older generations sometimes don't understand what work-life balance is supposed to mean and why it is important to younger generations. What do older generations say about young folks, and vice versa? Give several examples. What's important to you in life? What is your plan for work and retirement? How do you cope with stressful times? Have you already developed healthy strategies to reduce stress? Please find at least three ways to reduce stress in your daily life, using high-frequency words and "was" and "wo" combinations in relative clauses where appropriate.

[Wie atmet man eigentlich?](#), [Geführte Meditation](#)

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 discussion on work-life balance. Is this a good term for the concept? Please share what pros and cons you identified and compare how this topic is addressed in Germany and your home country.

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 your life plans, your dreams, and your goals. Which challenges might you encounter and what's your coping strategy? Your friends and family question whether this makes sense.
- Share your opinions with your partner. Based on your notes and observations, give your arguments and counter-arguments to express your opinion.

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 work-life balance and its significance for you personally. Try to identify patterns and learned behavior that you feel is not conducive to your health. Why do you keep doing it? Which purpose does it serve?
- Formulate your opinion about what you found out – what do you like / dislike about how you dealt with stress so far? Which strategies would you like to develop in the future to live a fulfilling life that satisfies you?
- Love has been the subject of research, literature, art etc. There are even attempts to put it into categories to figure out what a person needs to love and be loved. So-called love languages are supposed to give you more insight into what makes you tick in love and life. What's your love language? Take the [TEST](#).

Der Stil A

Learning Objectives

In these activities, you show that you can:

- discuss topics of identity formation related to different regions in Germany and the US
- use the subjunctive mood with “wäre” and “hätte”.
- interpret short texts and videos and identify relevant information about Germany’s regions and their challenges
- communicate with others in spoken conversation on topics related to self-identification, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are engaging in discussions about the role of cities / specific regions for identity formation.

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 specific regions in your home country, in Germany, their stereotypes and what they are known for, using high-frequency words.
4. You prepare by reviewing information on regions in Germany, important factors for self-identification, and your ideal life (e.g. where do you want to live?) and compare it with your home country.
5. 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 Abbildung – der Augenblick – die Funktion – das Material – die Wirkung	aus*sprechen – auf*tauchen – auf*treten – eignen – ein*fallen – ein*gehen - untersuchen
jeweilig – lediglich – mittlerweile – somit - vielmehr	fest – praktisch – speziell -

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
verb forms in subjunctive	The present subjunctive uses forms of würde most frequently. Würden combines with all verbs, but it is standard to use special forms for haben and sein in lieu of using würden with them. ich wäre, du wärest, er/ sie / es wäre, wir wären, ihr wäret, sie wären. ich hätte, du hättest, er / sie / es hätte, wir hätten, ihr hättet, sie hätten. The subjunctive using hätte is composed on the simple past form of haben (hatte), to which it adds an umlaut and the same endings used with wäre:
present vs. past tense subjunctive: The subjunctive mood can be used with present or past tense	In present tense, use subjunctive (here Konjunktiv II) to speculate or provide a hypothesis. Wenn ich viel Geld hätte, wäre ich reich. To create a past tense subjunctive, add the subjunctive forms of "haben" or "sein" to the past (Perfekt) participle.

	Ich hätte im Lotto gewonnen. Ich wäre nach Hause gegangen.
“woulda, coulda, shoulda”	“Hätte, hätte, Fahrradkette...”

Cultural Knowledge

Note the following information:

Fact	Effect
Generally speaking, Germans identify with their home region much more than with a state.	Depending on the context, there are different answers to the question “Where are you from?” Germany, Lower Saxony, Hannover, etc. Identity can be marked by the region in which one grew up, or by the place one considers home. Regions are not synonymous with states (Bundesländer). For example, the region Franconia (Franken) spans a few states, including the former GDR. Even though a “Franke” strictly speaking could have been born in Bavaria, this does not mean that he would say he is a Bavarian. Ever!
Many regions have a healthy rivalry with each other that lends itself to mockery and jokes.	“Wie nennt man in Bayern die attraktiven und sympathischen Menschen? – Franken.”

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos. Please write down words and concepts that communicate pertinent information about challenges some regions are facing, which effect this has on people, and which means of identity expression are important to them:

[In Deutschland lebt es sich nicht gleich gut](#), [Was denken Deutsche über Deutsche?](#), [Schwache Regionen in Deutschland](#), [Was ist eigentlich Identität?](#), [Wo willst du leben?](#)

b) Interpreting Information

Please respond to the following prompts:

What may be the main reasons why people leave their regions / home in Germany? What are their motivations, dreams, and goals? Why are they staying? Please use subjunctive clauses and high-frequency words where appropriate. Please address at least five points in your answer.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about demographic challenges and regions in Germany. Please share what pros and cons you identified and how the identification with regions relates to your own country 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.
- You are thinking about your future life, the things you would like to do and are daydreaming with your friends about moving to Germany. If you could live in any region or city in Germany, where *would* you live (except Berlin), which one would it be? Use subjunctive mood where appropriate. Your friends and family question whether this makes any sense. Based on your notes and observations, give your arguments and counter-arguments and identify how your home region relates to the German region of your choice.

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

- Ponder more about what role your home town and region means to you, how it shaped you, and what's special about it.
- Formulate your opinion about what you found out – what do you like / dislike about stereotyping people according to their nationality / region / city?
- Do you agree with the following attitudes towards traveling? Find some points to support your opinion:

"Einmal selbst sehen ist mehr wert, als hundert Neuigkeiten hören."

Spruchwort aus Japan

"In zwanzig Jahren wirst du dich mehr über Dinge ärgern, die du nicht getan hast, als über die, die du getan hast. Also, wirf die Leinen und segle fort aus deinem sicheren Hafen. Fange den Wind in deinen Segeln. Forsche. Träume. Entdecke."

Mark Twain

Der Stil B

Learning Objectives

In these activities, you show that you can:

- discuss job outlooks, uniforms / dress code expectations, dream jobs, preferences and values related to the job hunt in Germany and the US.
- subjunctive in conditional sentences, with strong and weak verbs, subjunctive mood and modal verbs
- interpret short texts and videos and identify relevant information about job outlooks among young Germans
- communicate with others in spoken conversation on topics related to career choice, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are talking about your ideal job or industry 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 choice of occupation, using high-frequency words.
4. You prepare by reviewing information on occupations that young people in Germany find interesting and what's important to them when finding a job and compare it with your own interests and values- using German.
5. 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

das Amt – der Ansatz – die Bedingung – der Bereich – der Dienst – die Erkenntnis – die Form – die Ordnung – die Regelung – die Tätigkeit	begründen – betonen – erfüllen – ermöglichen – funktionieren – richten – sichern
na	

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Wenn ... dann in conditional sentences (and word order)	Conditional sentences often involve a contrary-to-fact or speculative hypothesis, and the verbs are expressed in the subjunctive mood: Wenn ich eine Million gewinnen würde, (dann) würde ich eine Villa kaufen. For sentences that start with “wenn,” place the conjugated verb before the comma and the end of the clause. After the comma, place the conjugated verb for the next clause. Injecting “dann” after the comma is optional. Wenn er ein sichtbares Tattoo hätte, (dann) könnte er nicht bei einer Bank arbeiten.
Either the dependent or the main clause can be first in a sentence.	If the sentence starts with the dependent clause, often a “wenn” is inserted between the two verbs to separate them. However, this is optional. It is not so unusual in German, if two verbs follow each other: Wenn sie gestern die Prüfung bestanden hätte, (dann) wäre sie jetzt Meisterin.

	If the sentence starts with the main clause, dann is not used: Sie wäre sie jetzt Meisterin, wenn sie gestern die Prüfung bestanden hätte.																		
The present subjunctive mood is formed with möchte / könnte / müsste / dürfte / wüsste, adding an umlaut to their simple past (preterite) form:	<table><tr><th><i>Infinitive</i></th><th><i>Simple past</i></th><th><i>Subjunctive</i></th></tr><tr><td>mögen</td><td>mochte</td><td>→ möchte</td></tr><tr><td>können</td><td>konnte</td><td>→ könnte</td></tr><tr><td>müssen</td><td>musste</td><td>→ müsste</td></tr><tr><td>dürfen</td><td>durfte</td><td>→ dürfte</td></tr><tr><td>wissen</td><td>wusste</td><td>→ wüsste</td></tr></table>	<i>Infinitive</i>	<i>Simple past</i>	<i>Subjunctive</i>	mögen	mochte	→ möchte	können	konnte	→ könnte	müssen	musste	→ müsste	dürfen	durfte	→ dürfte	wissen	wusste	→ wüsste
<i>Infinitive</i>	<i>Simple past</i>	<i>Subjunctive</i>																	
mögen	mochte	→ möchte																	
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müssen	musste	→ müsste																	
dürfen	durfte	→ dürfte																	
wissen	wusste	→ wüsste																	
Modal verbs function in the subjunctive mood exactly as they do in the indicative mood with the known sentence structure.	Wenn Deutschland aus der EU austreten würde, könnte das schlimme Folgen für Europa haben. In the above example, two verbs appear in the wenn-clause. Notice that the würde is conjugated and appears closest to the comma, and that würde follows its infinitive partner (austreten) in the wenn-clause.																		

Modal verbs: sollte / wollte

Sollen and **wollen** differ from the other modal verbs. Their Present Subjunctive forms take no umlaut and are identical with the Simple Past forms.

<i>Infinitiv e</i>	<i>Simple past</i>	<i>Subjunctive</i>
sollen	sollte	→ sollte
wollen	wollte	→ wollte

Sollte in the subjunctive mood is used in the context of present or future and often used in general statements describing something that *should* be the case — but is perhaps unlikely to happen:

Ich sollte wirklich weniger fernsehen.

Wollte is less frequently used in the present subjunctive and indicates a hypothetical wish. It replaces “wünschte” in a sentence:

Ich wünschte, Du würdest weniger fernsehen.
vs.

Ich wollte, Du würdest weniger fernsehen.

Subjunctive forms - strong verbs:
German uses the Subjunctive (Konjunktiv II) forms almost exclusively with select verbs: **sein / haben / werden / wissen** and the modal verbs.

With all other verbs — most German speakers prefer to use the **würde + infinitive** format.

However, the subjunctive forms of strong verbs are sometimes used in literary texts and it's good to know how they are formed:

<i>Simple past tense</i>	<i>add umlaut</i>	<i>add endings</i>
kommen → kam	käm-	käme / käme st / ...
gehen → ging	ging-	ginge / ginge st / ...
essen → aß	äß-	äße / äße st / ...
schreiben → schrieb	schrieb-	schriebe / schriebe st / ...

	<table border="1"><tr><td>geben → gab</td><td>gäb-</td><td>gäbe / gäbest / ...</td></tr></table>	geben → gab	gäb-	gäbe / gäbest / ...
geben → gab	gäb-	gäbe / gäbest / ...		
	These forms appear most frequently in writing. Some strong verbs require a different vowel altogether (e.g., stehen → stand → stünde), some allow more than one form (helfen → hälfe / hülfe), some replace an expected umlauted ä with e (nennen → nannte → nennte)			
Subjunctive forms: Weak verbs	Weak verb subjunctive (Konjunktiv II) forms consist of the Simple Past stem (spielen → spielt-) and the endings found on all other Subjunctive II verbs. This means that these forms are, in fact, identical to the Simple Past: <table border="1"><tr><td>spiele n</td><td>spielte / spieltest / ...</td><td>spielte / spieltest / ...</td></tr></table> To distinguish between simple past and subjunctive, German speakers often use the würde + infinitive format.	spiele n	spielte / spieltest / ...	spielte / spieltest / ...
spiele n	spielte / spieltest / ...	spielte / spieltest / ...		

Cultural Knowledge

Note the following information:

Fact	Effect
Wearing Trachten is not just for people in southern Germany. In many, especially rural areas in Germany, people wore a Tracht according to their region. This served practical reasons for everyday life and on Sundays the nicest Tracht was worn. It also served as a sign of belonging to a certain region, socioeconomic status, and sometimes even county to distinguish from	Nowadays a German Tracht is mostly associated with Dirndl and Lederhosen. While it can function as a fashion statement, an expression of nostalgia or tradition, or belonging in the past, it also had a practical function. For women, the wearing of a bow on the waist indicated whether she was single or in a committed relationship. Right loop: The wearer is taken.

other regions and counties. These small details mark one's geographic heritage.	Left bow: The wearer is single. Loop in the middle: relationship status is none of your business! Back bow: widow, waitress or child
Some form of Trachten even found their way into world literature and beloved fairy tales.	Have you ever asked yourself why little red riding hood, German: Rotkäppchen, is called that? According to legend, it is called that because of the Tracht people wore in the region in Germany where the fairy tale is situated. If you follow the German fairy tale route, die Deutsche Märchenstrasse, you will also encounter a region called Schwalm. Die Schwalm is in Hessa, in the middle of Germany. The Brothers Grimm wrote this fairy tale referring to the specific Tracht young girls wore in this region: Schwälder Tracht. Special Note: The Brothers Grimm adapted these stories from oral traditions in Western Europe, including current day France. In other words, the original Rotkäppchen source material was not necessarily linked to Schwalm.

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos and websites. Please write down words and concepts that communicate pertinent information about career choice, important values, and finding a career:

[Kinder und Berufe](#), [Berufswunsch und Entwicklung](#), [Gender und Klischees](#), [Was willst Du werden?](#) [Wie finde ich einen Beruf?](#)

b) Interpreting Information

Please respond to the following prompts:

Many adolescents in Germany still follow gender-stereotypical career paths. Please criticize this for fact and address its impact on adolescents and society as a whole? Where do you detect challenges in changing the way people think about career choice? Please find at least three arguments for either question, using high-frequency words and subjunctive clauses where appropriate. Please feel free to consult additional sources.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about gender and career choice. Please share what pros and cons you identified and how the goals and career choices among young adolescents in Germany compares to the ones at home 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.
- You are engaging in a conversation with your professor about career choices and dream jobs in Germany and your own goals and values as they relate to career choice. Based on your notes and observations, talk about what career you would most likely pursue and use subjunctive mood where appropriate.
- Take turns sharing the pros and cons with your 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 career choices in Germany and the US.
- Formulate your opinion about what you found out. What do you like / dislike about the opportunities and challenges that young adults encounter when choosing a career?
- Please answer the following questions and include the subjunctive mood where appropriate:
"Wenn ich der Präsident der Vereinigten Staaten wäre, dann..."
"Hätte ich die Chance in meinem Traumberuf zu arbeiten, dann..."

Der Stil C

Learning Objectives

In these activities, you show that you can:

- discuss sustainability in the food industry and alternative lifestyles in Germany and the US
- use the past subjunctive with modal verbs, use hätte/wäre with the past participle
- interpret short texts and videos and identify relevant information about consumer criticism and consumer preferences in Germany and the US
- communicate with others in spoken conversation on topics related to different attitude toward consumerism, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are engaging in a discussion on sustainability in Germany and the US. Please 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 sustainability in the food and fashion industry, using high-frequency words.
4. You prepare by reviewing information on consumer behavior in Germany and compare it with your home country.
5. 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 Anwendung – die Linie – die Maschine – der Mund – die Sekunde – das Verfahren – das Werk	drücken – erfolgen – herrschen – klingen – nicken – stecken
aha – darüber hinaus – offenbar - zunächst	technisch

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Create the past subjunctive by combining hätte/wäre with the past participle	haben: all verbs that require “haben” to form the perfect tense use “hätte” for the past subjunctive: Er hat hart gearbeitet. Er hätte hart gearbeitet. sein: all verbs that require “sein” to form the perfect tense use “wäre” for the past subjunctive: Ich bin schnell ins Haus gegangen. Ich wäre schnell ins Haus gegangen. .
Past subjunctive: Modal verbs: modal verbs in the Past subjunctive express contrary-to-fact hypotheses, wishes and speculations within the context of <i>should have, could have</i> and <i>would have had to</i>	The past subjunctive with modal verbs calls for the infinitive of the modal verb, and places it after the other infinitive to form a “double infinitive”: hätte ... <u>sehen sollen</u> hätte ... <u>gehen können</u> hätte ... <u>warten müssen</u> Das Geschrei hättest du hören sollen. Er hätte ans andere Ufer schwimmen sollen. Even though a verb of movement is involved here, we still use “hätte” as the conjugated verb form, because the modal verb determines the

	auxiliary – and all modal verbs take “haben” as auxiliary.
would have vs. could have / should have in German	There is an important syntactic distinction between the past subjunctive modal verbs in German: <i>would have</i> is rendered in German with hätte/wäre + past participle. Sie wäre mit <i>She would have</i> uns gefahren. <i>driven with us.</i> <i>could have / should have</i> are rendered with hätte + double infinitive Sie hätte mit <i>She could have</i> uns fahren können. <i>driven with us.</i> Sie hätte mit <i>She should have</i> uns fahren sollen. <i>driven with us.</i>

Cultural Knowledge

Note the following information:

Fact	Effect
The topic of consumption and sustainability has become more and more pertinent as the world notices the effects of exploitation and excessive industry. Whether sustainable clothing, Fridays for Future, or organic farming – there is still a lot to be done in a short amount of time in order to secure the world for future generations. Even though organic farming is being subsidized and the interest in organic meat is increasing, the majority of meat consumed in each household is still produced in modern meat	Germany losing its appetite for meat . Meat is apparently being consumed far less frequently in Germany than a few years ago. This was the main takeaway from the “Nutrition Report 2020”, a survey which has been published annually by the Ministry for Agriculture since 2015 and gives an insight into the country’s eating habits. Based on a representative survey of 1,000 people, this year’s report found that only 26 percent of them reported consuming meat every day. In the first Nutrition Report, published five years ago, it was 34

processing plants. In contrast, meat consumption in Germany is on the decline.	percent. Last year, men in particular reduced their meat consumption. While 39 percent of men said in the 2019 survey that they consumed meat products daily, in 2020 this had fallen to 32 percent. The report's authors concluded: "More and more men are no longer eating a daily portion of meat." One in every five women said that they eat meat on a daily basis.
<i>To Have or to Be?</i> is a 1976 book by psychoanalyst Erich Fromm in which he differentiates between having and being. It is a critique of modern consumption practices.	According to the Wikipedia article about this book: "haben" oder "sein" is not only a grammatical question but above all a philosophical one. The article goes on to state: Fromm writes that modern society has become materialistic and prefers "having" to "being". He mentions the great promise of unlimited happiness, freedom, material abundance, and domination of nature. In every mode of life, people should ponder more on the "being" nature and not towards the "having" nature. This is the truth which people deny and thus people of the modern world have completely lost their inner selves. The point of being is more important as everyone is mortal, and thus having of possessions will become useless after their death, because the possessions which are transferred to the life after death, will be what the person actually was inside.

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos. Please write down words and concepts that communicate pertinent tips for sustainable living and the concept of consumption.

[Was ist Konsum?](#), [Was ist Nachhaltigkeit?](#), [So funktioniert nachhaltige Ernährung](#), [Konsum macht unglücklich](#), [Aussteigen für Anfänger](#)

b) Interpreting Information

Please respond to the following prompts:

What do you consider remarkable about consumer preferences and sustainability in the food sector in Germany? Please mention at least five points, and use the past subjunctive with hätte/wäre and/or modal verbs as well as high-frequency words where appropriate.

[Unverpackt Läden in Deutschland](#), [Zero Waste Map](#), [Deutsche und Bioprodukte](#),

Activity 2: Presenting Information

[Present pertinent information about yourself](#)

Using your notes from the previous activity, please share what observations you have made about consumption in Germany, and various attitudes about consumerism. What's the motivation behind these ways of living sustainably? Please share what important aspects you identified for sustainability in Germany and how it compares to your home country 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 moving into a tiny home that is totally self-sufficient. Your friends and family question/criticize this idea. Based on your notes and observations, give your arguments and rebuttals for your choice of lifestyle.
- Take turns sharing the pros and cons with your 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 sustainable clothes and food in the US and Germany.
- Formulate your opinion about what you found out – do you feel inspired to make changes in your daily life? Why or why not?
- Read the following quote by Erich Fromm and comment on it. Do you agree or disagree? Find at least three arguments to support your opinion:
 "Fromm fragt: "Wer bin ich, wenn ich bin, was ich habe und dann verliere, was ich habe?" Und er antwortet: "Nichts als ein besiegtter, gebrochener, erbarmenswerter Mensch, Zeugnis einer falschen Lebensweise."

Der Stil D

Learning Objectives

In these activities, you show that you can:

- discuss the role of clothes, lifestyle, and career for identity formation
- use Subjunctive II in indirect speech and with “als ob”, subjunctive I in journalistic writing
- interpret short texts and videos and identify relevant information about different lifestyles and clothes as identity markers.
- communicate with others in spoken conversation on topics related to consumerism, dress style and self-confidence, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are discussing fashion and consumerism 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 consumerism and life plans, using high-frequency words.
4. You prepare by reviewing information on the role of status symbols and occupation and compare it with your own preferences and values, using German.
5. 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 Einrichtung – das Glas - die Produktion – der Versuch	begreifen – betragen – ein*richten – spüren
übrig - zuletzt	klar

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
use of “als ob” in German	The two-part conjunction als ob introduces a dependent clause. The verb in an als ob clause is frequently in the subjunctive mood, either Present or Past tense. Hence the verb appears at the end: Wir tun so, als ob wir reich wären. Es sah so aus, als ob die Katze die Milch getrunken hätte. Als ob clauses are preceded by a relatively small number of standard openers.
The conjugated verb in an “as if” clause can substitute the “ob” without changing the meaning:	Es sieht so aus, als hätte die Katze die Milch getrunken. Wir tun so, als wären wir reich.
Subjunctive II for indirect speech	The subjunctive is also used for indirect speech (indirekte Rede). Sie sagte mir, sie hätte die Unterlagen gestern zur Post gebracht. Here, “hätte” doesn’t mean “would have” in a hypothetical sense. It is in subjunctive II because it is a secondhand retelling of information.
Indirect speech: tenses / questions	In German, the tense of the original information is mirrored in the time of the subjunctive clause (note the tense of sagen): <u>Past tense</u> direct speech: Ich bin ins Haus gegangen.

	Ich war ins Haus gegangen. Ich ging ins Haus. Indirect speech: Er sagte, er wäre ins Haus gegangen. <u>Present tense</u> direct speech: Ich gehe ins Haus. Indirect speech: Er sagte, er würde ins Haus gehen. Future direct speech: Ich werde ins Haus gehen. indirect speech: Sie sagte, sie würde ins Haus gehen. (werde + infinitive → würde + infinitive)
“Wer-wie-was” questions Verb first questions	In German, you need to use the question word as a conjunction in a dependent clause: “Wer ist das?” – Er fragte, wer das wäre. If the verb comes first in a question, use ob as a conjunction in a dependent clause: Sind die Bananen schon aus? Er fragte, ob die Bananen schon aus wären.
use of Subjunctive I in journalistic writing: other than journalism, Subjunctive I is hardly used by German speakers.	Using the subjunctive mood to relate indirect speech creates a sense of distance between the original source of information and the person relating it — an objectivity that connotes <i>I’m not saying this is true or that I agree or disagree, it’s just what the person said.</i>

	<table border="1"> <tr> <th>Infinitive</th><th>Subjunctive I</th></tr> <tr> <td>werden</td><td>→ er/sie werde</td></tr> <tr> <td>sein</td><td>→ er/sie sei</td></tr> <tr> <td>haben</td><td>→ er/sie habe</td></tr> <tr> <td>müssen</td><td>→ er/sie müsse</td></tr> </table>	Infinitive	Subjunctive I	werden	→ er/sie werde	sein	→ er/sie sei	haben	→ er/sie habe	müssen	→ er/sie müsse
Infinitive	Subjunctive I										
werden	→ er/sie werde										
sein	→ er/sie sei										
haben	→ er/sie habe										
müssen	→ er/sie müsse										
	How to form Subjunctive I: Infinitive minus the (e)n, with an -e ending for third-person singular — except for sein, which simply uses the stem.										

Cultural Knowledge

Note the following information:

Fact	Effect
Clothes may express your style, what you want the world to show about you, they may even function as status symbols or have a practical function. However, there are people in Germany that claim no clothes is the ultimate expression of freedom.	Freikörperkultur (FKK) is a German movement whose name translates to free body culture . It endorses a naturalistic approach to sports and community living. Behind that is the joy of the experience of nature or also of being nude itself, without direct relationship to sexuality. The followers of this culture are called traditional naturists, FKK'ler, or nudists. The German nudist movement was the first worldwide and marked the start of an increased acceptance of public nudity in Germany. ^[1] Today, there are only few legal restrictions on public nudity in Germany.
Hiking in the nude is a popular hobby for people who want to enjoy nature more purely.	There are two official nudist hiking trails in Germany. In some places, off the designated paths, there are guided nude hikes - organized by associations and clubs. Harzer Naturistensteig: The oldest German nude hiking trail is in Saxony-Anhalt. It was opened in 2009 and runs through the southern Harz near the Wippra Talsperre.

	Two different routes are signposted - a six kilometer long and a 13 kilometer long circular route. Nudist Trail Undeloh: In the Lüneburg Heath, nude hiking has been allowed on this route since 2012. The route leads ten kilometers through a wooded nature reserve Some campgrounds are also exclusively open to nudists.
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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 write down words and concepts that communicate noteworthy info about the value clothes carry for people, status symbols, lifestyle, and for their sense of self-worth.

[Machen Kleider Leute? Umfrage](#), [Konsum bei Kindern](#), [Kann Kleidung Umwelt schützen?](#), [Weniger ist mehr](#), [Mehr ist mehr?](#), [Geld macht glücklich](#)

b) Interpreting Information

Please respond to the following prompts:

Watch the video [Mehr ist mehr?](#) again and report what people define as luxury, using high-frequency words and the Subjunctive I.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about what attitudes people hold toward clothes, their consumer habits, and preferences.

Please share what pros and cons you identified and how your findings compare to your own preferences about clothes and how you live your life.

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 engaging in a discussion about minimalism vs. luxury and opulence. Please explain your own current lifestyle and what you are aspiring to. Based on your notes and observations, give your arguments and counter-arguments for a minimalist and opulent lifestyle respectively.
- Take turns sharing the pros and cons.

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 the importance of status symbols vs. minimalism for the younger generations in your home country. When does choice become a necessity?
- Formulate your opinion about what your home country as a whole should strive for in order to make the country livable for all people?
- Watch the following video on [frugality and quality of life](#)? What are her strategies to save money? Can you relate to her attitude? Please express your opinion, using at least four arguments.

Das Ausland A

Learning Objectives

In these activities, you show that you can:

- discuss the relationship between the US and Germany and images of the US in Germany
- use the future tense, past perfect, and simple past
- interpret short texts and videos and identify relevant information about what American youtubers say about Germany
- communicate with others in spoken conversation on topics related to Americans in Germany, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are discussing the appeal Germany has to Americans 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 your interests, likes/dislikes, habits, interests and preferences related to the German-American friendship / relationship, using high-frequency words.
4. You prepare by reviewing information on Americans in Germany and the cultural heritage of the US in Germany.
5. 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 Maßnahme – der Sprecher – die Sprecherin	ab*hängen – erheben – sinken – umfassen – verhindern – verstärken
weiter - weiterhin	rein

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Past Perfect: describes an activity prior to another action; uses a conjugated form of “war” + past participle of a verb; in dependent clauses the conjugated auxiliary moves to the end of the sentence.	Er war nach Deutschland geflogen . Ich wusste nicht, dass er nach Deutschland geflogen war .
Simple Past: is used mostly in narrative texts	weak verbs: have a constant stem that doesn’t change stem + (e)t + ending er antwort- et-e strong verbs: the stem has a different vowel than the infinitive and sometimes even a change in consonant occurs; first and third person take no endings, the other conjugations are similar to modal verbs singen – er sang fahren – wir fuhr-en mixed verbs: their simple past form incorporate a “t” and take endings like weak verbs, but: they also change the vowel in the stem like strong verbs bringen – er brach-t-e denken – sie dach-t-e modal verbs are mixed except sollen + wollen haben: haben – er ha- tt-e stem change but weak verb endings werden:

	werden – sie wurd-e the stem has a vowel change, however, keeps the “d” and has weak verbs ending
Future present tense form of “werden” + infinitive it is common to use present tense verbs and words that indicate future time, e.g. später, übermorgen future tense of modal verbs: form of “werden” + infinitive of modal verb	Ich werde morgen ins Kino gehen. Mein Freund wird in die USA fliegen. Wir gehen am später ins Kino. Mein Freund wird nicht in die USA fliegen können.

Cultural Knowledge

Note the following information:

Fact	Effect
Americans not only immigrated to Germany as artists, diplomats, business men, and soldiers. Germany appealed to them for various reasons. Some simply fell in love or landed a job. Some move for the food. In the second half of the twentieth century, some immigrated to East Germany because it was offered a non-capitalist model for society. The GDR also appealed to intellectuals, artists, and political activists. However, it wasn't until the 1970s that	The United States took up relations with the German Democratic Republic in September 1974 after the normalization of relations between the GDR and the Federal Republic of Germany. The task of the first US ambassador and his employees in East Berlin was to "start a conversation" - to start a meaningful dialogue with the government of the GDR in order to better understand the politics of the country.

diplomatic relations started between the GDR and the US.	
The most famous American in the former GDR (perhaps the entire Eastern Bloc), was Dean Reed, also known as the Red Elvis.	Wikipedia: Dean Cyril Reed (September 22, 1938 – June 13, 1986) was an American actor, singer and songwriter, director, and social activist who lived a great part of his adult life in South America and then in East Germany. Nicknamed the Red Elvis , Reed was the best-selling Western performer in the Socialist countries. He topped the local charts and millions of his records were sold in the Socialist bloc. He never renounced his U.S. citizenship and always claimed his life-long faithfulness to the United States. He was outspoken against the U.S. government though.

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos. Please write down words and concepts that communicate pertinent information about the German-American relationship and the views Americans have of Germany.

[Ein US-Cop in Deutschland](#), [Portrait Silas Nacita](#), [Was denken Deutsche über Amerika?](#), [Angespannte Freundschaft](#), [Passen die Deutschen und die Amerikaner zusammen?](#)

b) Interpreting Information

Please respond to the following prompts:

The German-American relationship has been very close for a long time, not always without conflict, but post-war Germany would not have developed as it did without the American influence and support. What is being done in Germany to keep the cultural ties with the US active nowadays? What are the current challenges in the relationship?

[Amerika-Häuser in Deutschland](#), <https://usappp.de>, [Fulbright Berlin](#)

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about American ties to Germany and how Americans perceive the country. Please share what pros and cons you identified and how it compares to your personal 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 an American exchange student in Germany. The current political climate between the US and Germany creates tension. Many Germans are skeptical of the US. They are also curious to know your opinion about how the relationship between the two countries will be in the future and ask for your estimation of the current situation and future developments. Based on your notes and observations, give your arguments and express your opinions.
- Take turns sharing with your 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 American influences in Germany and their friendship.
- Formulate your opinion about what you found out. What is surprising to you? How do you personally relate to the issue?

Anti-Americanism: this sentiment has a long tradition in Germany. The US is beloved by many but criticized by just as many. The sociology professor Andrei Markovits dedicated a book to the topic of anti-Americanism and anti-Semitism in Europe: [*Amerika, dich haßt sich's besser*](#) (figurative language: it is easier to hate America than your own country) (2004).

One of the main observations in the book argues that America functions as a foil to Europe: "Die Heftigkeit des gegenwärtigen Antiamerikanismus sowohl unter den europäischen Eliten als auch bei einem großen Teil der Bevölkerung hängt nur wenig mit dem konkreten Handeln der USA, dafür aber viel mehr mit dem Sein Amerikas als halluziniertes Anti-Europa zusammen".

Do you agree with this opinion?

Das Ausland B

Learning Objectives

In these activities, you show that you can:

- discuss stereotypes Americans have about Germans, the German heritage in the US, and the US as a country founded on immigration.
- use the subjunctive mood, the passive voice, and the imperative mood
- interpret short texts and videos and identify relevant information about German experiences and connections in the US
- communicate with others in spoken conversation on topics related to the US as a popular destination for immigration, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are discussing stereotypes and their function in the context of Germans and their heritage in the US 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 your interests, likes/dislikes, habits, interests and preferences related to your studies using high-frequency words.
4. You prepare by reviewing information about Germans in the US and American stereotypes about Germans and compare it with your own opinion and stereotypes.
5. You say goodbye depending on whether you'll see each other again; note: "Bis später" only works if you really will see each other again. If you use it, the other person will likely say "Ach ja? Wann?"

Tools

Vocabulary

der Angriff – der Anschlag – die Daten – die Forderung – der Gang – die Nummer – das Papier – die Untersuchung – die Zelle	an*wenden – beachten – beteiligen – melden – verfolgen – vor*liegen – vor*sehen
per	hart – konkret - verantwortlich

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
imperative mood: German distinguishes between the number of addressees and levels of formality.	Sie: infinitive + Sie Kommen Sie ins Haus. ihr: ihr-form of verb Kommt ins Haus. du: du-form of verb without -st ending Komm ins Haus. wir: infinitive + wir Gehen wir ins Haus. general directives without specific addressee: _____ + infinitive Nicht mit vollem Mund sprechen.
present subjunctive: only few verbs in present subjunctive are used in German	most often used verbs in the present subjunctive: “werden”, “sein”, “haben”: Es wäre schön, wenn du mitkommen würdest. Ich würde es machen, wenn ich Zeit hätte. Modal / mixed verbs: “können”, “mögen” and the mixed verb “wissen” are most often used in the present subjunctive.

	Er könnte sich mal wieder waschen. Ich möchte nächstes Jahr mein Abitur nachholen. Wenn du wüsstest, wie schlimm diese TV Serie ist. Almost all other verbs form the present subjunctive with a conjugated form of würde + infinitive. Ich würde gern mal wieder ins Kino gehen.
past subjunctive: German forms the past subjunctive with a conjugated form of “hätte” or “wäre” as an auxiliary + past participle, depending whether the main verb uses “haben” or “sein” as an auxiliary past modal subjunctive: “sollen” (should have); “können” (could have)	Er hätte seine Schulden bezahlt, wenn... Das wäre ein großes Problem gewesen. “hätte” + infinitive associated with modal verb + “können” / “sollen” Du hättest mir zuhören sollen. Er hätte zuhause anrufen können.
passive voice: German forms the passive voice with “werden” + past participle The passive voice can be used in any tense with a conjugated form of “werden”, but it is most often found in Present and Simple Past tense. passive voice in perfect:	Die Straße wird endlich gesperrt. Das Spiel wurde sofort beendet. Der Mülleimer wird oft geleert. Der Mülleimer wurde oft geleert. conjugated form of “ist” + “worden” (short form of “werden” in perfect tense geworden) Das Schwimmbad ist geschlossen worden.

passive voice in future:	conjugated form of “werden” (present tense) + past participle of verb + “werden” Das wird noch besprochen werden. Der Laden wird bestimmt geschlossen werden.
passive voice with modal verbs:	can be combined with past participle of verb + “werden” Das muss heute besprochen werden. Das kann so nicht umgesetzt werden. Modal verbs can take on various tenses + moods but past participle + “werden” remains Das musste gestern besprochen werden. Das müsste bald besprochen werden.

Cultural Knowledge

Note the following information:

Fact	Effect
During the Revolutionary War, German soldiers fought on both sides of the armies. The British crown bought mercenaries to help them in the new world. Most of them hailed from Hessen-Kassel. For this reason, mercenaries from Germany were often called Hessians (one famously fictionalized in the novella <i>The Legend of Sleepy Hollow</i>). On the side of the continental troops, German colonists fought alongside European Germans. The Pennsylvania Germans formed a special corps, and a German regiment was established.	The fact that many Germans fought for the British during the Revolutionary War antagonized Americans. Patriotic colonists shunned them and were skeptical about ethnic Germans for many years to come. There were fewer Germans fighting on the colonists’ side but their participation was very welcomed. Probably the most famous German fighting in the war was Friedrich Wilhelm August Heinrich Ferdinand von Steuben. Born in Magdeburg in 1730, Steuben served as a Prussian and later as an American military officer. He served as Inspector General and as Major General of the Continental Army during the American Revolutionary War. He

	was one of the key figures who taught the Continental Army the essentials of military drills, tactics, and discipline. He wrote <i>Regulations for the Order and Discipline of the Troops of the United States</i>, the book that served as the Army's drill manual for decades. He served as General George Washington's chief of staff in the final years of the war.
Religious groups from Germany who settled in northern America in the 18th and 19th century, still speak a German dialect that sounds antiquated to a German native speaker nowadays.	Before 1800, communities of Amish, Mennonites, Schwarzenau Brethren and Moravians had formed and are still in existence today. The Old Order Amish and a majority of the Old Order Mennonites still speak dialects of German, including Pennsylvania German, informally known as Pennsylvania Dutch. The Amish, who were originally from southern Germany and Switzerland, arrived in Pennsylvania during the early 18th century. Amish immigration to the United States reached its peak between the years 1727 and 1770. Religious freedom was perhaps the most pressing cause for Amish immigration to Pennsylvania, which became known as a haven for persecuted religious groups. The Hutterites are another example of a group of German Americans who continue a lifestyle similar to that of their ancestors. Like the Amish, they fled persecution for their religious beliefs, and came to the United States between 1874 and 1879. Today, Hutterites mostly reside in Montana, the Dakotas, and Minnesota, and the western provinces of Canada. Hutterites continue to speak Hutterite German. Most are able to

	understand Standard German in addition to their dialect.
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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 write down words and concepts that communicate pertinent information about German heritage in the US, stereotypes and their functions, and the image of Germans in the US.

[Was denken Amerikaner über Deutsche?](#), [Amerikaner II](#), [German in Texas](#), [History of Germans in the US](#), [Deutsche in den USA](#)

b) Interpreting Information

Please respond to the following prompts:

Stereotypes about Germans are numerous and some of them turn into prejudices. The line can be blurry, the effects massive. Yet, stereotypes also have a function in our lives and some argue that they have a kernel of truth. From your own experiences as well as the videos, which conclusions can you draw about Germans in the US and the stereotypes about them? Where do you navigate stereotypes in your daily life and which effect and function do they have for you personally?

[American Dream durch deutsche Augen](#), [Wozu Stereotype und Vorurteile?](#)

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 influences in the history of the United States. How do Americans of German descent live out their German heritage? Please share at least five findings, using high-frequency words and this chapter's grammar where appropriate.

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 discussing the image of Germans in the US with your friends. You study German and are familiar with stereotypes and the culture. Your friends are mostly informed by stereotypes. Based on your notes and observations, give your arguments and counter-arguments about these stereotypes.
- Take turns sharing your opinion with your 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 German immigration to the US and its effects on the country.

- What do you think the American Dream meant for Germans throughout the centuries?
Please make three points to support your view.

The German author Wolfgang Büscher hiked through the US for three months in the late 2000s and wrote a book about his experiences. *Hartland. Zu Fuß durch Amerika* (2011) documents his journey from North to South and through the Midwest. In an interview, he responds to the question: Can you still rely on the American dream, can today's fortune seekers, the troubled and burdened, still - the word comes from you - find "redemption" there?

BÜSCHER: Da bin ich nicht mehr so sicher. Amerika macht einen Prozess der Ernüchterung durch und in gewisser Weise der Degradierung. Das tolle Land der Mondlandung und von Kennedy, das immer optimistisch ist, dem alles gelingt, das stärkste, vorbildliche Land der Welt - das ist nicht mehr so. Die Amerikaner spüren das. Das spiegelt die Härte der inneramerikanischen Auseinandersetzung wieder.

Please comment on this opinion in the context of the events in 2020. Do you agree or disagree?

Das Ausland C

Learning Objectives

In these activities, you show that you can:

- discuss Swiss life and influence in the US, stereotypes, and the image that Switzerland promotes in the US.
- use the Genitive case, and comparative and superlative adjective forms
- interpret short texts and videos and identify relevant information about Swiss immigration and Switzerland in the US
- communicate with others in spoken conversation on topics related to stereotypes and cultural markers, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are researching the Swiss influences in the US 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 your interests, likes/dislikes, habits, interests and preferences related to the Swiss and Switzerland. Bring high-frequency words into the discussion.
4. You prepare by reviewing information on Swiss institutions and settlements in the US and compare it with your own knowledge about Switzerland.
5. 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

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
Comparative (add "-er) vs. Superlative am + (add -sten) w/ adverbs: There are also some adjectives that are irregular, as is the case in English with good and in German with gut	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</u> schnell <u>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.
adjectives preceding nouns take endings, which depend on grammatical context and are the same for positive, comparative, and superlative forms	eine praktische<u>e</u> Idee eine praktisch<u>ere</u> Idee die praktisch<u>ste</u> Idee ein wichtig<u>es</u> Gesetz ein wichtig<u>eres</u> Gesetz das wichtig<u>ste</u> Gesetz
the different meaning and usage of "als"	in comparative clauses _____er als

	besser als Schokolade als (conjunction) Als er in den Laden ging... als (verb) Er arbeitet als Techniker. gelten als Diese Information gilt als besonders wichtig. sowohl als auch Sowohl Deutschland als auch Italien sind in der EU.
genitive articles / possessive articles the genitive forms of der-words and ein-words take on –es ending for masculine and neuter and –er for feminine and plural (the examples on the right are for genitive sg.masc. / neuter)	genitive forms of der-words des, dieses, jenes, welches genitive forms of ein-words eines, keines, meines, deines, ihres, seines, ihres, unseres, eures, ihres
genitive prepositions These prepositions require the genitive case:	angesichts, aufgrund, außerhalb, innerhalb, statt, trotz, während, wegen angesichts der Tatsache aufgrund des Regens
genitive adjectives	Masculine Feminine Neuter Plural

Adjectives that follow genitive articles or possessive adjectives take the weak ending -en	<table><tr><td>Genitive</td><td>-en</td><td>-en</td><td>-en</td><td>-en</td></tr></table> Die Größe des weiten Landes ist unermesslich. Das Auto meiner verstorbenen Tante ist rot.	Genitive	-en	-en	-en	-en					
Genitive	-en	-en	-en	-en							
genitive phrases In phrases consisting of an adjective and a noun in the Genitive case, but no article — which occurs primarily after genitive prepositions — the adjective takes one of the following strong endings, depending on the noun:	<table><tr><td></td><td>Masculine</td><td>Feminine</td><td>Neuter</td><td>Plural</td></tr><tr><td>Genitive</td><td>-en</td><td>-er</td><td>-en</td><td>-er</td></tr></table> wegen starken Regens aufgrund großer Nachfrage		Masculine	Feminine	Neuter	Plural	Genitive	-en	-er	-en	-er
	Masculine	Feminine	Neuter	Plural							
Genitive	-en	-er	-en	-er							

Cultural Knowledge

Note the following information:

Fact	Effect
Diplomacy is important for the relationship between countries. There is political diplomacy in the form of embassies and ambassadors, cultural diplomacy, economic diplomacy, and soft diplomacy in the form of cultural clubs.	The relationship between the US and Germany has been institutionalized in many ways: chambers of commerce Goethe Institutes
There is also softer diplomacy when people, sharing an interest in Germany, Switzerland or Austria and the German language, get together to follow their special interests. Although this is informal, it is nevertheless an effective way to bring two cultures together.	German Clubs in the US Austrian Clubs in the US Swiss Clubs in the US In addition, German football (soccer) clubs have fan clubs in the US as well: Bundesliga in the US

Tasks

Activity 1: Interpreting Information

a) Listening/viewing/reading

In preparation for the upcoming oral parts, please review the following videos. Please write down words and concepts that communicate pertinent information about the Swiss in the US and their cultural roots:

[New Glarus in Wisconsin](#), [New Glarus Chamber of Commerce](#), [Schweiz plötzlich wichtig für die USA](#) (scroll down to the ten points), [Swiss-American Society](#), [New Glarus Beer in Switzerland](#), [Schweizer in Wisconsin](#)

b) Interpreting Information

Please respond to the following prompts:

Consult the links given above and explain how Switzerland presents itself to the American public. What is the brand value of Swiss exports? Find at least four elements, and bring together the grammar to be reviewed, including genitive and adjectives, where appropriate.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activity, please share what observations you have made about Swiss assimilation in the US. Please share what typical images and concepts you found. Compare your findings with stereotypes you hold about the Swiss and their country. Is there something like Swiss branding? What do consider remarkable in this context?

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 marketing a Swiss product in the US. You use the knowledge about the country and its image to make a "sales pitch". Your trial audience

are your friends and family. Based on your notes and observations, find an (imagined) product and “sell” it.

- Take turns sharing your pitch with your 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

- Explore more about Swiss-American relations and Swiss immigration to the US.
- Formulate your opinion about what you found out – what were and are the main reasons for the Swiss to immigrate to the US?
- Have a look at [Swiss Clubs in the US](#) again. Choose the one closest to your interests and do more research on it.
- Lake Geneva, Wisconsin is home to the creator of Dungeons and Dragons, Gary Gygax. Born to a Swiss family, Gygax created the role playing game movement in the United States. Although he was the inspiration for numerous role playing video games and trading card games that would follow (think World of Warcraft, Magic the Gathering, Skyrim), little is attributed to his Swiss heritage. What are your thoughts on the

relationship between the themes of these games, often magical and medieval, and the Swiss culture as we perceive it?

Das Ausland D

Learning Objectives

In these activities, you show that you can:

- discuss topics related to your role models, aspirations, and motivations concerning your love for the German language and culture
- use of dependent clauses and relative pronouns
- interpret short texts and videos and identify relevant information about inspiration
- communicate with others in spoken conversation on topics related to inspiration and your ambitions related to studying German, using a variety of practiced or memorized words, phrases, simple sentences, and questions

Scenarios

You are reflecting on your German studies thus far and future plans

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 plans to continue your German studies, using high-frequency words.
4. You prepare by reviewing information on how to get inspiration and setting values and priorities for yourself.
5. 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

Grammar and Structures

These grammatical structures can help you in the upcoming tasks.

Structure	Usage
German has three kinds of dependent clauses: • infinitive clauses • subordinate clauses • relative clauses In all three cases, the verb appears at the end of the dependent clause. indirect questions: An indirect question is a question in the form of a dependent clause that is connected to a main clause. “Wer-wie-was” questions can be re-framed as indirect questions by using the interrogative words that begin them as subordinating conjunctions. Indirect “verb-first” questions can be re-framed as dependent	subordinate clauses The following conjunctions are subordinating (the verb in the dependent clause is at the end): als, als ob, auch, wenn, bevor, bis, damit, dass, sodass, indem, nachdem, obwohl, seit, weil, wenn, während Ich gehe mit dir, obwohl ich dir nicht glaube. Reminder: Als wenn wann ob denote different situations while English uses only “when” and “if”. Wann beginnt das Spiel? Er hat gefragt, wann das Spiel beginnt. Worüber sprichst du? – Ich frage dich, worüber du sprichst. The following interrogative words appear as subordinating conjunctions: wann, warum, was, welch- wer/wen/wem, wie, wie viel(e), wo, woher, wohin, wie [lang], wofür, worum, worauf, wen, womit, woraus, wem, worüber

clauses by using **ob** as the subordinating conjunction.

relative clauses

Direct question:

»Will sie mitspielen?«

Indirect question:

Sie kann sich nicht entscheiden, **ob** sie mitspielen will.

Two factors determine the choice of the relative pronoun:

- a) the antecedent: masculine, feminine, neuter or plural
- b) the grammatical function of the relative pronoun within the relative clause:

- as a **subject** (Nominative):

das Buch, **das** auf dem Tisch liegt

- as a **direct (Accusative)** or **indirect (Dative)**

object: der Roman, **den** ich gerade lese

- as the **object of a preposition:**

der Roman, **über den** wir in der Schule sprechen

- expressing a relationship between the antecedent and another element (**Genitive**):

ein Buch, **dessen** Autor unbekannt ist

relative pronouns + prepositions:

	masculine	fem.	neut.	pl.
Nominative	der	die	das	die
Accusative	den	die	das	die
Dative	dem	der	dem	denen
Genitive	dessen	deren	dessen	deren

	The preposition and the relative pronoun begin the relative clause. The conjugated verb comes at the end of the relative clause. Das sind die Banken, mit denen ich gestern telefoniert habe. Morgen besuchen wir das Ehepaar, mit dem wir uns letztes Jahr ein Haus geteilt haben. Always Accusative durch, für, gegen, ohne, um Always Dative ab, aus, außer, bei, gegenüber, mit, nach, seit, von, zu Two-way prepositions. Accusative in contexts implying motion toward a goal (crossing a threshold into a space); Dative in contexts implying position within a space: an, auf, in, hinter, neben, über, unter, vor, zwischen
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Cultural Knowledge

Note the following information:

Fact	Effect
Numerous languages are spoken in North America. Approximately 430 languages , with 176 that are indigenous.	The list of extinct languages of North America includes ones without living native speakers. These are primarily Amerindian and First Peoples.

Many Americans have heard the myth that Americans almost adopted German as the national language. This was debunked by Arndt (1976) and Baron (1990).	There is no official national language in the US. The misinterpreted events underlying the “almost German” tale enter the historical record in 1794. The true story entails complicated parliamentary procedure, committees, and votes that never amounted to such a near-miss for English as the prevalent language in the US.
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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 write down words and concepts that communicate pertinent information about role models and inspiration in life.

[Wer sind Ihre Vorbilder?](#), [Wofür sind Sie dankbar?](#), [Wie finde ich Inspiration?](#) [Warum lerne ich Deutsch?](#),

b) Interpreting Information

Please respond to the following prompts:

The videos above speak about personal preferences and experiences related to the speakers' personal situation. Reflecting on your current situation, how do you find inspiration in your life? What are your own motivations to continue studying German? What are your goals related to your German studies? Make several points to support your views.

Activity 2: Presenting Information

Present pertinent information about yourself

Using your notes from the previous activities in [Der, Die, Das](#), please share what observations you have made about yourself as you went through the exercises. What do you find appealing about learning German and engaging in different cultures?

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 chosen as a representative of Earth on a space mission through the universe. It is a large delegation and it's your job to represent and introduce Germany to aliens you may encounter. What do you want them to know about the country and its culture? Keep in mind that you are trying to persuade the aliens to welcome contact with the Germans.
- What makes you and your partner feel like an alien in your own culture? Do you think that learning about German culture helps you to view your native land with a new perspective?

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

- Imagine that you will incorporate German into your career, studies, and travel plans for the future. Map it out with goals for various years and milestones. Where do you want to be in five, ten, and twenty years with your German?
- Formulate your opinion about what you can do to incorporate the knowledge and skills you acquired during this language sequence into your daily life. How did you benefit so far? In which ways did it enrich your personal life? Negative effects?
- If you could dine with one German-speaking person (dead or alive), who would it be and why is it Leonardo DiCaprio? On a more serious note, many students of German look forward to holding a conversation with someone they already know in German. Who is that special person for you?