

# Auf geht's!

**beginning German language and culture**  
**third edition / teacher edition**

**live oak multimedia**

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# Auf geht's!

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Units. Each unit focuses on one overall topic, around which each of four *Themen* are oriented. Many topics are fairly traditional (such as family, living, transportation and travel) but others are not always included in first-year courses (such as German regionalism, German history in the 20th century and an in-depth look at Austria, Switzerland and the EU).

Syllabus scope. *Auf geht's!* can be taught effectively over two or three semesters. For two-semester sequences, fast-moving programs can cover six units per semester; other schools tend to do five units a semester and omit parts of units 11-12. Spending three semesters with *Auf geht's!* is a strong option as well, as it will include incoming first-year students who place into third semester in the same program and allow a common experience with true beginners who start learning German at your university.

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The interactive. The interactive software (IA) has the same organization as the *Lernbuch* (LB), i.e., 12 units with 4 *Themen* in each. Each *Thema* in the LB offers 6 pages of at-home and in-class activities labeled with letters. The Interactive offers in each *Thema* 1-8 numbered sections for students (sts) to work through. The IA focuses on vocabulary learning, listening comprehension, cultural information and grammar presentation (supporting the grammar explanations at the back of the LB). LB activities focus on reading comprehension, grammar recognition, vocabulary support and communicative class activities that integrate content and structure.

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Grammar syllabus. Specific grammar topics are linked to units, organized by typical acquisitional order as well as usefulness for the cultural topics addressed in each unit. Topics are numbered by unit and *Thema* number, with multiple topics in a *Thema* being further marked with a letter (a or b).

In keeping with the general movement of communicative language teaching, many advanced grammatical topics (such as past subjunctive, perfect passive tenses, etc.) are deferred until second year because they are not needed for communication at the novice to intermediate low/mid proficiency level, which is the target for the *Auf geht's!* curriculum.

Because grammatical topics are connected to but not fully integrated into each content unit, instructors can increase or decrease focus on grammatical structures in accordance with overall programmatic goals.

Grammar Handouts. An entire program of additional grammar practice handouts is available to instructors for free from the *Auf geht's!* website ([www.aufgehts.com](http://www.aufgehts.com)). Contact us if you do not yet have login information for the instructor section. Each grammar topic has a 2-4 page handout associated with it. These can be printed at cost, posted for student download, etc. and can be used as additional homework (HW) or for more in-class practice when done collaboratively.

(FYI): Pages 4 and 5 are part of the student edition. This overview of *Auf geht's!* is purposefully brief. Few students wade through long introductions to textbooks. Teachers, on the other hand, like to understand the approach, the pedagogy and the curriculum components. For you, there is the “Especially for teachers” introduction. We trust you will find the minutes spent reading the texts in this Teacher Edition well worth it!

## An introduction to *Auf geht's!*

Welcome to *Auf geht's!*. We are excited to have you with us!

*Auf geht's!* has two overarching goals: **cultural proficiency** and **language proficiency**. We hold both goals as equally important for foreign language courses. We hope students finish this first year with a basic proficiency in German, but we also hope they come away with a working knowledge of the German-speaking world, able to connect on a personal level with native speakers (even if it be in English!).

*Auf geht's!* is a **content-based curriculum**, meaning that cultural topics are the organizing factor of the course sequence. Language instruction serves the purpose of equipping students with the linguistic tools necessary to interact around cultural topics; grammar is not the focus of the course. Cultural topics begin with the individual and what is immediate to students (family and friends, student life and pastimes), moving outward to the community and city (restaurants and night life, work and health) and to the nation and world (celebrations and stereotypes, traveling at home and abroad). Students will be asked to share opinions and experiences, write reactions and essays and do all sorts of language tasks, but always around specific cultural content.

Where does this cultural content come from? **Hundreds of hours of interviews** with individuals from the German-speaking world provide the cultural content for *Auf geht's!*. On a daily basis, students will work with these interview texts, both in written and audio forms, analyzing and negotiating content and exploring the use of language. These interviews not only provide a wealth of cultural information but also serve as rich sources of linguistic input for the language learner.

Our language proficiency goal for this first-year course is the **intermediate-low level according to the ACTFL proficiency guidelines (2012)**. What this means is that by the end of the year-long course, students should be able to “express personal meaning by combining and recombining what they know (...) into short statements and discrete sentences” on topics related to “basic personal information (...) and some immediate needs.” This goal is achieved in *Auf geht's!* through task-based activities that require students to express themselves in German in relation to a cultural topic and by providing a variety of models that serve as aids to student production.

*Auf geht's!* also includes **professional photographs** from our own bank of over 80,000 photos taken expressly for this project, capturing moments of everyday life in the German-speaking world. Simply by thumbing through the *Lernbuch*, users can appreciate the content and the quality of these photographs. Instructors will also find these visuals instrumental for classroom conversations or activities.

Our greatest hope is that this course be a **life-changing experience** for students and instructors. First-year German!? Life-changing!? Exactly. For us, beginning German is not merely a “service course” to meet core graduation requirements. We believe that by engaging the cultures, as well as the language, students will have transformative experiences in the classroom. Whether students choose to continue in German or not, we hope that the cultural and language formation they receive through *Auf geht's!* allows them to appreciate and value the German-speaking cultures and gracefully navigate intercultural interactions.



München

**Workflow.** Underscore the importance of completing the interactive homework first, then the *Lernbuch* assignments and finally participating in the class hour every time you meet. Students who have studied a new language in another setting may be used to getting by in class without doing daily homework. Students unfamiliar with new language study may not be convinced that learning a language demands steady and ‘daily’ work like mathematics or learning an instrument.



## How it works

### What is *Auf geht's!*

The *Auf geht's!* program emphasizes both language and culture, using three equal but distinctive elements: interactive software, this *Lernbuch*, and time in class.

### Interactive

To prepare for class, work first with the interactive software to get introduced to new words and cultural information you need to communicate effectively.

### *Lernbuch*

After completing the software, work in this book to practice vocabulary, express yourself in writing and read authentic German texts. The *Lernbuch* also contains classroom activities; bring it to class each day.

### Class time

In class, you will work on your speaking and listening skills as well as learn from the others in the class and from the instructor.

### Learning strategies

Ultimately, you need to figure out how you learn best. Here are a few tips:

#### Spread it out

It is much more efficient to study in frequent, shorter sessions than to cram everything into a mega-session once a week.

#### Review

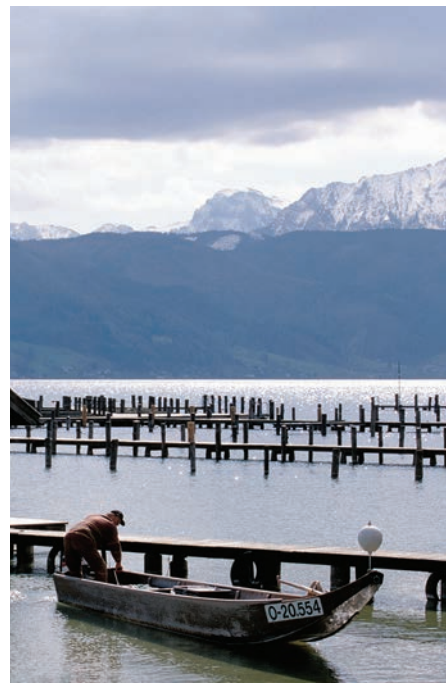
Learning a new word or phrase usually takes at least 60 successful recalls or uses. You can never review too much!

#### Ask questions

Communicate with your instructor when you are unclear on the language, culture or what you are supposed to do for class.

#### Make connections

If you don't know any German speakers, go meet some. There is no substitute for real people and real relationships.



Attersee, AT

### *Lernbuch* icons

Here are some explanations of the icons you'll encounter when using the *Lernbuch*.



#### In-class activities

Whenever you see this icon, it's time for some small group conversation practice (your instructor will tell you the specifics).



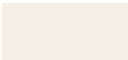
#### Writing assignment – use separate paper

This involves a writing activity to be done on a separate piece of paper, either by hand or in a word processing program.

Ich heiße...

#### Model text

German text in the faint red box is either a model or a sentence starter, with tips for completing the task.



#### Writing box

Writing boxes are for just that: writing! Because of the way your brain processes information, there is no replacement for writing things by hand when learning a new language.

Mittwoch  
Freitag...

#### Tip box

Tip boxes contain useful hints for either speaking in class or working on your writing assignments in the *Lernbuch*.

Textbook + workbook. The *Lernbuch* is a hybrid designed for work efficiency. Students are meant to write directly in the book: putting answers in the blanks, taking notes, making all sorts of marks as they work through texts and highlighting in different colors. In short, the *Lernbuch* is a skill-building workspace for at-home work as well a springboard for in-class discussion and tasks. Students should complete assigned LB tasks before class and bring their book to class each day. The writing boxes make it straightforward for instructors to check to see that students are completing their homework as required.

**The Teacher Edition**

This teacher edition has been written to help you think about, plan and teach your beginning German course using the *Auf geht's!* program. After explaining what is in your teacher edition, this introduction includes an overview of the vision and objectives of the program's development team, explanations of the various parts of the curriculum and some organization advice and suggestions.

**Teaching tips**

Every page of your students' version of the *Auf geht's! Lernbuch* (LB) is reproduced at 80% scale in this book. The extra space this creates at the side and bottom of each page allows us to provide two kinds of help. Along the side you will find tips for managing the activities on that specific page. These tips include ideas for priming, information about photographs, additional cultural information (FYI), ways to extend an activity (Ext.), answer keys and other relevant background information or tips.

**Organization**

Along the bottom of each page you will find comments relevant to that unit or page but of a more general nature. These include insights into the approach and noteworthy aspects of the program, suggestions for assessment and classroom and course management, reminders and clarification about the non-traditional approach to grammar, and advice and information about vocabulary learning, reading strategies, learning styles and the like.

**The intercultural approach**

*Auf geht's!* is designed to guide students toward German proficiency in both language and culture. While few language teachers would disagree with the goal of teaching both language and culture, in practice most courses focus on vocabulary and grammar, relegating culture to short cultural pieces. This stands in stark contrast to the National Standards:

In reality then, the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language. It is important that students become skilled observers and analysts of other cultures.

*(National Standards, 47-48)*

In the *Auf geht's!* program we divide our culture learning goals into two broad categories as follows:

**Intercultural understanding**

The ability to analyze and think critically about the effects that culture, language and worldview have on each other. Intercultural (IC) understanding includes the ability to view the home culture from a non-home perspective and to view the target culture from inside that culture. IC understanding involves cultural knowledge and critical thinking. It is evidenced in the ability to bridge cultural gaps or misunderstandings.

## Intercultural communicative competence

Intercultural communicative competence (ICC) is the ability to interact with people from another country and culture in a foreign language in a way that is satisfactory to themselves and the other and that shows an awareness of the specific meanings, connotations and the historical and social context of the target language.

These two categories overlap, but it is useful to understand how they are distinct. Intercultural understanding involves knowledge of the perspectives, practices and products, including historical backgrounds and their relation or comparison to the speakers' home culture(s). ICC is the application of knowledge to communicate and negotiate meaning in the target language effectively and sensitively.

### Four intercultural skills

In order to achieve these goals, *AG!* focuses on four intercultural skills:

#### 1. Factual knowledge

Students should demonstrate familiarity with some of the basic common knowledge of an average person of the target culture. This knowledge is divided into socio-historical eras, persons, concepts and icons. By the end of the *Auf geht's!* program, students should be able to identify each of these targeted items, adding details for the more fundamental topics. Factual knowledge is a key step toward the second skill: culture awareness and comparative perspectives.

#### 2. Culture awareness and comparative perspectives

Students should become better able to view the home culture from a non-home perspective and the target culture from somewhere inside that culture. Through reflection and discussion, students are drawn toward a better understanding of their own culture and its effects on their thinking. The intercultural emphasis means that *Auf geht's!* students will not only know facts but also the significance or greater context that makes that fact worth knowing. Such knowledge is required to build context, allowing German learners not only to communicate via the German language but also to have a common cultural frame of reference to build understanding. Through stories, facts, interviews and realia, they can begin the process of cross-cultural comparison, which delves below the surface, makes them aware of the socio-historical complexity of such an issue and helps them understand the different perspectives in the world today.

#### 3. Intercultural communicative competence

Students should develop the ability to express, interpret and negotiate meaning effectively in the target language by employing linguistic, social and historical knowledge about the target culture(s) and people(s). ICC is targeted in many ways inside the program. For example, vocabulary learning includes guidance on those things which often get lost in translation, e.g., the difference between friend and *Freund*, between the uses of school and *Schule*, or the heavily-laden concept of (ultra-) nationalism. In

addition, students are encouraged to distinguish conversations between themselves and their non-German-speaking peers from interactions with people or texts from within the German-speaking context. Understanding the perspectives and practices of the interlocutors is part of effective communication.

#### 4. Culture gap management (CGM)

Students are encouraged to anticipate or recognize and work to resolve misunderstandings arising from cultural differences and assumptions. Students learn to consider national and personal histories and habits in order to understand what they experience and observe. *Auf geht's!* includes several culture-gap activities. These offer students a chance to investigate a potential area of culture clash or misunderstanding and to apply some of the intercultural thinking skills they are developing.

These four intercultural skills are long-term, transferable skills for life. Students learn to look at motivations and reactions, how cultures view concepts like “school” or “war” very differently and why and how they assume the world works. In short, students are encouraged to think critically about their own worldview and to try to understand the worldviews of others.

#### Approach to grammar

Because *Auf geht's!* is a content-based course oriented towards language proficiency rather than grammatical coverage, there are a number of differences in how it is organized and sequenced.

#### “Intermediate” proficiency

*Auf geht's!* brings culture and culture learning to the fore alongside language learning. To enable the sharing of time and energy more equally between language and culture, the speaking goals for this beginning course are set at Intermediate-low and -mid on the ACTFL proficiency guidelines scale:

Speakers at the Intermediate-low level are able to handle successfully a *limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations...* Intermediate-low speakers express personal meaning by *combining and recombining into short statements* what they know and what they hear from their interlocutors. [emphasis added]

When compared to most current textbooks, *Auf geht's!* offers a very scaled-back grammar agenda focusing on those structures characteristic of Intermediate speakers, giving them time to build a solid foundation.

#### Embedded grammar motivated by culture learning and communicative needs

Although *Auf geht's!* adopts a reasonable and (comparatively) reduced grammar agenda, we do not hide advanced grammar. Working with many authentic texts exposes students to a wide range of grammatical structures, often encouraging them to input and output grammar structures by learning set phrases. For example, students encounter dative case or



subjunctive forms well before they have learned and analyzed these forms and uses. Students are exposed to more advanced or  $i+1$  grammar at each stage of their development.

Traditional grammar topics are also distributed in line with communicative need. For example, present-tense conjugation is introduced right away because of its key role in German sentences. Past forms, however, are not actively presented until unit 5, when they are needed for communicative tasks at that level. Distributing a grammar topic over several units allows a more narrow focus at the beginning when a new concept is introduced and then encourages active recycling as the range, (e.g., present-tense conjugation), is expanded over several units.

Grammar topics are often addressed indirectly as well. Students learn through patterns how to produce accurate language even if they cannot fully explain it in traditional grammatical terms. The first-year experience is crucial to retaining students in German, and the majority of beginners are interested in understanding more about cultures where German is spoken and not necessarily the intricate nature of the German verb system. For this reason, at times grammar is "hidden" in that students are confronted with it and are expected to produce pattern-based structures, but not by first having a thorough grammar explanation. For instructors wishing to have more explicit grammar practice, a supplemental program of grammar homework is available as a free PDF workbook in the teacher resources at [www.aufgehts.com](http://www.aufgehts.com).

So while *Auf geht's!* does have a fully developed grammar program, it contains fewer topics than are often found in other textbooks, and these topics are gathered together at the back of the book to allow instructors more flexibility in addressing them in greater or lesser depth without interfering with the students' work in the cultural course content. Specific grammatical topics may be completely omitted (or emphasized) without any direct effect on the content. This is a different approach from traditional texts where grammar IS the content, or grammatical topics are so interwoven into the content that you cannot separate the grammar out if desired and are forced to teach the grammar if that content is to be covered.

## Curriculum Components

The role of technology in language learning has grown tremendously over the last several years. Yet despite this, and the proliferation of language-learning website and apps, the textbook has remained the undisputed king of language-learning materials at the university level, with technology being used primarily in supporting 'supersites' or to support classroom (grade) management. *Auf geht's!* has taken the importance of learning technology a step further and promoted computer work to the major venue of student learning outside the classroom. Each of the three essential components of *Auf geht's!* (interactive, *Lernbuch*, class time) is essential, and has its own inherent strengths and weaknesses. Software excels at vocabulary learning, grammar tutorials, presentation of cultural information as text and image and especially listening comprehension. Print remains a favored medium for reading and organization of complicated explanations/information, and it is very convenient in the classroom. And the classroom remains an important locus of collaborative learning via the negotiation of meaning. Indeed, our underlying premise is that the

future of language learning technologies lies in the successful integration of three modes of learning: student time spent on a computer, student time spent learning offline and time spent in the teacher-guided language classroom. For each of these learning environments, materials and media have been rethought, researched and redesigned to bypass the pitfalls of many current programs, to capitalize on the learning done best in each environment and to engage students' interest and motivation.

### Interactive software

In the computer learning environment, students investigate culture through an array of audio, written and visual texts accompanied by pedagogically sound, research-based tasks and interactions. Students also undertake a good portion of the form-focused practice of vocabulary and grammar in the computer setting, thus freeing up more class time for types of learning that can be done best in that environment.

The computer environment boasts several strengths. The software offers a sensory-rich medium for learning, including hundreds of excerpts from interviews conducted with native speakers and aimed at beginning learners. Students also work with a variety of written texts, including narratives, realia, websites, short stories, glosses and grammar reference. Most importantly, the computer allows an extraordinary amount of visual imagery, allowing us to showcase the thousands of professionally-shot photographs commissioned for this program. In addition to rich input, the software is interactive. Students react to and interact with the culture content and language structures. They can receive immediate feedback, move at their own speed and engage in a variety of activity types and learner-sensitive drilling loops, e.g., questions that are answered incorrectly by a student are recycled into the drill more often than their correct items.

The following form the majority of activities in the software:

- Vocabulary introduction and practice
- Listening activities (both audio and video)
- Cultural information (mostly in English, sometimes in German)
- Grammatical and structural explanations, videos and practice
- Culturally authentic images from German-speaking countries

The *Auf geht's!* team has designed computer interactions consistent with the research done in second language acquisition (SLA), applying research results and experience from decades of teaching and years of piloting to, for example, types of glosses, how students are introduced to and work with vocabulary and the use of both experiential and reflective cognition in the language learning process. The team also draws on work in cognitive psychology – how vision works, image processing, the phonological loop and short-term and long-term memory.

In short, the *Auf geht's!* interactive is not an optional ancillary, quickly developed to help the textbook look modern and sell more copies. On the contrary, the *Auf geht's!* software is one of the three key elements of the curriculum, providing an engaging environment for independent student investigation and practice and serving as a springboard for written and in-class activities.

## ***Lernbuch***

In the *Auf geht's!* program, much of the topic introduction, drill and initial investigation work is done using the interactive. This first step allows the *Lernbuch* (pen-and-paper) homework time to be used more effectively. The *Lernbuch* is the student workspace to personalize information or language structures, practice and review culture and language learned thus far and prepare for subsequent speaking and negotiating in class. The *Lernbuch* is also the appropriate medium and environment for task-oriented work with longer written texts. The program guides students through a planned series of reading strategies and different types of texts. The third critical role of the *Lernbuch* is as an initial lab space for process-oriented writing. Students synthesize vocabulary, structures and culture learning, working from simple to more complex responses. To facilitate their development, the *Lernbuch* includes numerous writing guides: sentence builders, essay guides and models of what a top student at that specific point in the program can be expected to produce. Finally, the *Lernbuch* is used extensively in class. Students are expected to write in it, take notes, refer to homework they have completed in advance and make use of the hints and tips as they negotiate in class. Students cannot (at least easily) resell the *Lernbuch* and thus have neither a disincentive for writing in their book nor ready answers left over from the previous owner. Most importantly, the *Lernbuch* medium bridges the home time and the class time: students see concretely how their homework is necessary for successful participation in class.

In short, the *Lernbuch* combines the best elements of a textbook and a workbook so that the medium matches the pedagogical goals and works with, not against, student motivation.

## **Assessments**

The *Auf geht's!* program includes complete sample tests. These assessments are available to enable teachers to pick and choose, using the assessments individually or combining and editing them to match their particular course. Whatever your assessment strategy, we strongly encourage you to build in explicit assessment of culture learning: facts, awareness, intercultural communicative competence and culture gap management. Culture is a critical part of the German language course and thus must be assessed on par with the language itself.

## **Software printouts**

At the end of each *Thema* on the software, students can print out a work report, showing student work in the IA in four different ways:

1. Some activities are marked “complete” or “not complete” depending on whether the student did all the work on those screens.
2. Some activities have a score. These are not graded as a percentage correct but rather by how many attempts were required for the number of tasks/questions. Thus, a score of 13/10 means that the student needed 13 attempts to get the 10 questions correct. This type of scoring emphasizes that these are skill-building and not testing tasks. Each scored activity can be redone. You may wish to require that students get all questions correct

or that they attain a ratio score reflecting no more than 10-20% more attempts than questions.

3. Some activities are scored by the amount of time taken to finish them.

4. Many activities involve writing boxes where students input free responses to questions. Students are encouraged to reflect, make observations and respond to texts. These free responses, especially in earlier units, are nearly all in English. Students tend to take these printouts seriously. Encourage this by looking them over and making comments, especially in response to their writing boxes. Completion of the computer work should figure prominently in your grading.

## Planning for IA work

The many Teaching Tips on the rest of the pages in this teacher edition will help you use the *Lernbuch* well. Here are a few pointers as you begin planning how to build your course around the interactive software:

### Divisions

The software, like the *Lernbuch*, is divided into 12 units, and each unit is subdivided into four *Themen*. Most teachers divide a *Thema* over two days, though it can also be three or four, depending on the pace of the course.

### Sign-posting

The interactive, unlike a book, is a non-linear medium. You can still be specific, though, about which sections you want your students to do. Refer to a specific screen by noting the signposts along the top navigation bar of the *Auf geht's!* box. For example, IA 1.1.3 G means Unit 1 *Smalltalk*, *Thema 1 Hallo!*, Section 3, Screen G.

So, a write-up of assignments for the interactive might look like this:

Day 1: IA 1.1.1–4

Day 2: IA 1.1.5–8

### Grammar

Grammar tutorial sections in the software are associated with each unit and match the topics listed in the *Auf geht's! Lernbuch* and practiced in the handouts.

These grammar sections are presented in our suggested order, but because *Auf geht's!* is content based and proficiency driven, instructors are free to modify the amount and order of grammatical work according to their own preferences.

### Vocabulary

Vocabulary presentation and practice is embedded in each *Thema*, usually as the first and fifth module. Approximately 30-45 words are targeted for each *Thema*, or roughly 150 items per unit. In addition, either

verb conjugation practice or map activities are usually built into each vocabulary module.

## Glossary

On the far right side of the navigation bar is a glossary box. Students can type in many of the words used in the program, then hit [return] or click the gray circle. A box will pop up giving them the German and basic English translation. Clicking on the megaphone triggers an audio clip of the word's pronunciation, if available. Clicking on the down arrow brings up further information, declensions, conjugations, etc. To make this pop up disappear, click anywhere else in the box.

## A final word

It will become clear that *Auf geht's!* offers a significant departure from business as usual. Yours is not a "service" course. The overriding goal for this curriculum is to train students to think interculturally and to communicate effectively across cultures while they develop their knowledge of and deep interest in the language and culture(s) of the German-speaking world. We hope that your experience teaching with *Auf geht's!* will be rewarding and successful.

The deliberate refocusing away from grammar explanations and communicative language drills can be disorienting at first. Keep in mind that our goal really extends far beyond your course. The objective is to train lifelong intercultural skills along with language learning and to motivate a much broader range of students to further language study, not just the ones who are natural language learners or who can readily manipulate language codes. These are, of course, wonderful students to have, but they represent only a minority of students at any given university. Instructors who embrace this intercultural approach often report higher numbers of continuing students as well as more engaged students. We have also discovered that our support requests do not end with course completion - countless students keep their interactive software program and continue working with it after their course is over and sometimes after graduation, even contacting us with their questions.

As a final reminder, never forget that you are the key factor in how your course develops. *Auf geht's!* is designed to make it easy to adapt the culture content to your teaching goals and style, to make the classroom a place for the exchange of ideas and experiences, to encourage and inspire students to experience German-speaking countries firsthand and to convince all of the need for and joy of becoming more effective cross-cultural communicators.

## Teaching Tips

(FYI): Look here in the left and right sidebars for tips on teaching the exercises on the corresponding pg. as well as ideas for teaching the topics in each unit (and teaching in general).

(Tip): Prime the next topic, esp. at the beginning of a new course.

A. (Warm-up): Practice pronunciation of *Guten Morgen!*, *Guten Tag!* and *Guten Abend!*. Then check their answers. Consider displaying additional times via projector for additional practice. Numbers beyond 10 are not yet practiced.

(FYI): Sts will study producing time expressions in Unit 4.

B. (Warm-up): Start Day 1 by greeting and asking names of sts. This allows them to hear and respond (= communication) even before they have to speak German themselves. Sts should hear these qns on the first day of class.

C. (FYI): Sts will have practiced the alphabet already in the interactive if it was assigned before the first day of class. We recommend learning the letters in groups of 4: 'ABCD,' etc., with 'UVW XYZ' as the last grouping, and 'ÄÖÜß' to top it off. These need extra practice.

## Organization.

(FYI): Refer to the notes at the bottom of each page for more teaching tips and ways to run an efficient and user-friendly course.

(FYI for using IA and LB): In terms of workflow, sts must do software assignments (Interactive or IA) first. Divide the IA work from one *Thema* over 2 (or 3) days, e.g., for Day 2: 1.1.1, 3-5, and for Day 3: 1.1.2, 6-7, CGM. After completing the IA work, sts should work in their Lernbuch (LB) and complete these assignments as HW. The LB should be brought to class every day, as it required for many in-class activities.

(Photo): Start using the photos in *Auf geht's!* from the beginning, as they are cultural snapshots of German-speaking countries. For example, show sts the photo on this pg and ask them: *Sagt der Mann und die Frau "Guten Tag" oder "Hallo"? Sagen sie "Tschüss" oder "Auf Wiedersehen"?* Consider asking: *Ist die Frau jung oder alt?* Write *jung* and *alt* on the board to give sts a sense of cognates.

# 1.1 Hallo!

Culture: Greetings / What is culture?  
Vocabulary: Alphabet & numbers  
Grammar: Subject pronouns / present tense

## A. Guten Tag!

Write an appropriate greeting from the first blue box for each time of day listed. Then answer the questions that follow. Keep in mind that German schedules use a 24-hour clock: 13.00 is 1:00 PM.



| Guten Morgen! | Guten Tag! | Guten Abend! |
|---------------|------------|--------------|
| 9.00          |            | 21.15        |
| 15.00         |            | 7.30         |
| 11.00         |            | 13.00        |

| Hallo! | Tschüss! | Auf Wiedersehen! |
|--------|----------|------------------|
|--------|----------|------------------|

How do you say hello to other students in class?  
How do you say goodbye to other people in class?  
How do you greet and say goodbye to your instructor?

## B. Hallo!



Practice the following brief exchange with a partner. Then, when everyone can do it relatively quickly, go around the class and meet as many people as you can in German! Make sure to give a quick, firm handshake when you first meet!

Note: *ß* is pronounced like 'ss', so *heiße* = *heisse*.

Student 1:

Hallo!

Ich heiße [Name] .

Freut mich!

Tschüss!

Student 2:

Hallo!

Ich heiße [Name] .

Freut mich auch!

Tschüss!

## C. Das Alphabet



Practice repeating the German alphabet, led by your instructor. You can learn how to pronounce German letters on your own, too, in the *Auf geht's!* interactive.

Note: To pronounce *ü*, say the German letter *I* (rhymes with 'see') but round your lips like you are saying the German letter *U* (rhymes with 'do').





**D. Wie schreibt man das?**

Take turns with your partner spelling one word from each group. Circle the word your partner spells.



|        |            |             |
|--------|------------|-------------|
| 1      | 2          | 3           |
| zwei   | eins       | sie         |
| drei   | auf        | sah         |
| sei    | aus        | so          |
| 4      | 5          | 6           |
| zehn   | Alphabet   | Wiedersehen |
| Zahn   | Aussprache | wie heißen  |
| Zoo    | Anfang     | woher       |
| 7      | 8          | 9           |
| kann   | wie        | Laute       |
| kennt  | viel       | Leute       |
| konnte | Vieh       | Lieder      |



D. (Input): Give an example on the board: 1) *Wien* 2) *Wein* 3) *wann*. Spell one of these words, and have sts guess which word corresponds. Assign partners. Say: *Sie zwei arbeiten zusammen. Sie arbeiten mit diesem Mann*. Although this does not specifically practice pronunciation, feel free to model some, esp as you segue into activity E. Do not feel the need to go in depth on specific pronunciation rules now, though, as sts learn this in the IA later.

**E. Buchstabierwettbewerb**

Practice pronouncing these words with your instructor. Then spell the words aloud with a partner following this example:



Student 1: Wie schreibt man Frankfurter?

Student 2: Frankfurter. F-r-a-n-k-f-u-r-t-e-r. Frankfurter.

Student 1: Richtig! / Falsch!

|              |             |             |            |
|--------------|-------------|-------------|------------|
| Semester     | Sauerkraut  | Audi        | Berlin     |
| Kindergarten | Frankfurter | Spiel       | Volkswagen |
| Kindermusik  | Bratwurst   | Kuchen      | Mercedes   |
| Einstein     | Knoblauch   | Schwarzkopf | Porsche    |

E. (Input): Sts understand more than they can produce. Practice & repetition helps most sts. Model these words for them. Say a word and ask which column it is in: *eins, zwei, drei oder vier?* Sts respond with a German #; then repeat the word aloud chorally. After you've introduced half the words, sts should work on finishing ex. E with a partner.

**F. Namen**

With a partner, go back and forth pronouncing a name from each group below. Circle the name your partner says and spell it out. Then alternate pronouncing the remaining names.



|         |           |           |
|---------|-----------|-----------|
| 1       | 2         | 3         |
| Jan     | Sabine    | Ernst     |
| Julia   | Sebastian | Elsa      |
| Jonas   | Simon     | Elizabeth |
| 4       | 5         | 6         |
| Bettina | Ralf      | Heike     |
| Bernd   | Rudolf    | Helmut    |
| Birgit  | Renate    | Holger    |
| 7       | 8         | 9         |
| Armin   | Leo       | Charlotte |
| Astrid  | Lukas     | Christian |
| Andrea  | Lotte     | Claudia   |

Organization.

(Writing solid lesson plans): Know your goals. Start with a warm-up. Group related activities logically. Offer a mix of interactions, e.g., partner work, SMGR, plenum, mixer, games, teacher-centered, student-centered. Outline tasks for sts in 1-4 clear steps. Consider what the sts actually have to do to complete the task. Many will just take the path of least resistance. How can you motivate sts to do more than the absolute minimum? Set a time limit, then be flexible. Stop an activity when 3/4 of sts are done. Also, have a reserve activity for that day when you've whizzed through your lesson plan. For 1.1 take along a math handout or quiz sts with basic arithmetic problems in German, e.g., *Wie viel ist sieben plus zwei?* Write problems on board and have sts read and answer them with their neighbor. Consider having an extension question or task for fast sts to do when they're done. FYI: See the instructor section of [www.aufgehts.com](http://www.aufgehts.com) for sample lesson plans for all units of *Auf gehts!*

G. (Input): Model counting for your students and bringing their attention to how you count using your fingers in German (thumb first, then index finger, etc.)

H. (Plenum): Have your students do this quickly in class or as HW. You can have them work with partners using the model sentence provided or simply work in plenum, leading the activity yourself in German, since their responses will be in English.

I. (Extension): Bring additional photos to display with numbers on them. If you use numbers above 10, have sts pronounce them as separate numbers since they can only count to 10 so far.

### G. Zahlen



Review counting from zero to ten in German using finger counting the German way (see the *Auf geht's!* interactive). Then test a partner by holding up your fingers to represent a number between 0 and 10. Have your partner say the correct number *auf Deutsch!*



### H. Was verbindest du mit Amerika?

Circle the word in each pair that you think better represents the USA culturally.



Ein Big Mac oder ein Hot Dog  
Baseball oder NASCAR  
Country-Musik oder Hip Hop  
Ein SUV oder ein Pick-Up  
USA Today oder Facebook  
Wall Street oder das Pentagon  
Los Angeles, Chicago oder New York

Now compare your responses with a partner:

Mit Amerika verbinde ich eher X als Y.

Ja, ich auch! / Nein, ich nicht.

### I. Schilder



Take turns with a partner choosing an image and saying the numbers you see in that image as single digits. Your partner listens and points to the image you are looking at.



Organization.

(Using *du* vs. *Sie*): *Auf geht's!* encourages students to use *du* models for partner work but *Sie* with their instructor, as that is more common in German contexts. Distinguishing between *du* and *Sie* is difficult for beginners, so be patient with student errors in production.

(Post-task check): One key to effective teaching is monitoring sts' motivation and accountability. Towards the end of a task, walk around the classroom and check to see which sts have completed the task at hand and which are lagging behind. Also, when you have them report back with answers, if you notice that the class as a whole is having problems with a word/structure/task, make sure to go over that issue in the next class meeting or assign a similar task as HW. You may want to consider revising your task to make it clearer or more interesting for sts next semester.

**J. Was sagst du?**

Write out how you would respond to the following prompts.  
Practice these aloud so that you can use them in class.

Hallo!  
Wie heißt du?  
Woher kommst du?  
Wie alt bist du?

J. (Extension): Consider modeling the same activity using *Sie* with you (the instructor) after working with the *du* form. You may wish to delay this until after activity K to avoid confusion.

**K. Sich kennenlernen**

Using the questions in activity J, interview several other students, noting down each one's name, home city and age in the boxes provided.



Name

Heimatstadt

Alter

K. (Practice): Have sts mill about with LB and pencil in hand. They will interact with several different people, exchanging info. Make sure to get sts out of their chairs for a change of pace. Encourage them to shake hands. Set a goal, e.g., *Interviewen Sie mindestens* (at least) *vier Personen!* or set a time limit, e.g., *Sie haben nur 3 Minuten. Wie viele Personen können Sie interviewen?*

**L. Super!**

Answer the questions about your favorite *Lieblingsdinge* in the spaces provided.  
You will be sharing your answers in class.

Was ist dein Lieblingsrestaurant?

Mein Lieblingsrestaurant ist

Was ist dein Lieblingsfilm?

Mein Lieblingsfilm ist

Was ist deine Lieblingsstadt?

Meine Lieblingsstadt ist

Was ist deine Lieblingsband?

Meine Lieblingsband ist

Was ist dein Lieblingsvideo-  
oder Computerspiel?

Mein Lieblingsvideospiel ist

M. (Partnerarbeit): Tell sts: *Machen Sie ex. M mit einem neuen Partner.* You can extend by having sts come up with three other *Lieblings-* items and ask sts for ans. Point out that they cannot use *Lieblings-* without another noun, as in English. Ensure sts listen to their classmates' ans. Throw in follow-up qns, e.g., *Ist das auch Ihr Lieblingsfilm?* If sts don't know the ans, ask the first st to repeat her ans. Train sts right away to listen to their classmates.

**M. Interview**

Ask a partner the questions from activity L and listen for his or her answer. Feel free to respond in German.



Natürlich!      *Of course!*  
Wie bitte?      *What?*  
Interessant...      *Interesting...*



Bad Griesbach

**Organization.**

(HW check): It is, of course, crucial that students come prepared to class because so much of the classwork in *Auf geht's!* is based on preparatory work sts do at home. They need to get into the habit of coming prepared from the very beginning. One effective method is to be diligent in checking whether students have completed the assigned sections in the LB by spending a minute walking around the room and verifying that students have prepared by writing in their *Lernbuch*. If some students are not prepared for an activity, instruct those who are not prepared (in German!) to gather in a corner, perhaps even on open spot on the floor (!) to complete their work that they should have done at home. Consider giving students who are well prepared particular praise in front of the class. The goal is to use gentle peer pressure (both positive and negative) to motivate them to come prepared, which will set up a class atmosphere that is more rigorous and more conducive to learning. Naturally good judgment must be used here, as some students may not be prepared because of personal issues or other serious matters, and negative consequences must not be too harsh.



N. (Plenum): As you go over this activity in class, you can model formal and informal situations using body posture and tone of voice. Begin to teach students that Germans tend to be more formal at work and in public than North Americans.

O. (Warm-up): a) Here sts are asked to connect visual information and text as well as guess cognates to come up with the correct English word. Ask sts: *Was heißt Leder auf Englisch?* With simple phrases, ask sts stores on campus or in town: *Haben wir einen Lederladen?* *Recyclen wir Altpapier?*

b) Encourage linguistic savvy. Have sts guess the meaning of other words in these photos, such as *Feuer*, *Wetter*, *Rotes Kreuz*. Feel free to bring in your own photographs or clippings from magazines to supplement this exercise. Alternatively, ask sts to supply them.

### N. Begrüßungen

You are learning that German has formal and informal ways of speaking. Write appropriate hellos and good-byes between the people below at the time of day indicated and with the level of formality or informality required.

hello

goodbye

9.00 Uhr Ulrike and her boss at work

15.00 Uhr Uwe and Kristin in class

6.45 Uhr Frau Möller and Frau Schröder at the bakery

20.00 Uhr Professor Lauwitz and a student after a seminar

13.00 Uhr Herr Kranz and Frau Lange at the office

16.00 Uhr Susanne and her mother at a café

### O. Rate mal!

German and English are closely related languages. Read the German words below aloud and write your guess of their meaning in English in the boxes provided.



Licht



Feuer



Leder



Blumen



Rotes Kreuz



Altpapier



Wetterstation

### Organization.

(Intercultural approach): Wherever possible, encourage students to include intercultural perspectives in their writing and speaking. This can be assisted by careful task design. For instance, if a normal task would be to describe your family, consider how students, with a bit of scaffolding, can highlight differences between their family and what a typical family may be like in one of the target cultures. With constant practice in considering the potential audience of their communication, sts can be trained to think interculturally, anticipating differences and possible culturally-motivated responses to what they are saying or writing.

**P. Sara stellt sich vor**

Sara introduces herself below. With a bit of thought, you can make some educated guesses about what new German words mean from the context (not always, but often). It helps that German and English are closely related and share many words in common, even though they look somewhat different at first. Read through what Sara says and answer the questions.



**Sara (Bad Homburg, DE):** Also ich heiße Sara. Ich komme aus Bad Homburg und meine Eltern sind aus Italien. Also meine Mama ist Halbtalienerin und mein Papa ist ganzer Italiener. Ich bin 16 Jahre alt, ich habe auch eine Schwester und sie ist 18 und wir fahren eigentlich jedes Jahr nach Italien meine Großeltern besuchen, weil die da alle wohnen. Und auch meine restliche Familie wohnt in Italien, nur ein paar wohnen hier in Deutschland.

1. Sara describes her *Mama* and *Papa* as *Eltern*. What do you think *Eltern* means? Does it seem like an English word?
2. Sara mentions the country *Italien*. What country do you think that is?
3. From the context, what do you think *Halbtalienerin* means? What about *ganzer Italiener*?
4. Sara mentions a family member who is a *Schwester*. What could that be in English?
5. If *sechs* = 6 and *zehn* = 10, what do you think *sechzehn* means?
6. With what you have deduced about *Eltern*, and Sara's family traveling to *Italien* for a visit, what do you think *Großeltern* could be?
7. *Familie* obviously means family. What do you think *restliche Familie* could mean from the context?

**Q. Sich vorstellen**

Using all the language tools (words, phrases, sentences) you have encountered so far, write a brief introduction of yourself covering such elements as: name, age, favorite restaurant, favorite film, favorite music group, or favorite anything now that you know how to use *Lieblings*-.



P. (Scaffolding): a) Sts generally read for comprehension and will only look up words if particularly motivated or instructed to do so. *Auf geht's!* has various ways of scaffolding texts for comprehension. One method includes focusing questions such as with activity P. The English questions direct sts' focus to salient points in the text and help them process questions they might not ask themselves in free reading. These sorts of tasks model active questioning of text and thus a kind of critical thinking.

b) Reading is often assigned as HW but can also be done entirely in class.

(Classwork): This activity works well with Think-Pair-Share. Sts consider (at home or in class) their answers, then share them with a partner. Finally the instructor can elicit responses, speaking German but allowing single-word or English responses as appropriate.

Q. (Writing): Begin encouraging sts to write using models from texts and LB work rather than using online translators. You can never start too early with this!

## Organization.

(Creative copying): One of the main ways beginners (and even advanced) language learners improve is by copying and imitating good language chunks. Sts don't have to create their own novel sentences – they can progress by identifying good chunks of language and appropriating them for their own use. This is not simple copying because that does not involve any higher order processing. Rather, creative copying means looking at a good model and making the changes necessary (lexical, morpho-syntactic, syntactic) to make the language both well formed and personally meaningful. Your sts may get excited that they are being encouraged to COPY, but making this process a creative one of identifying and appropriating relevant and good models for language production will improve their chances of becoming lifelong language learners.

# 1.2 Wer sind Sie?

Culture: Personal information  
Vocabulary: Counting to 20  
Grammar: Nouns and gender

A. (Ext.): Have sts practice asking and answering qns with a number of partners. You can circulate, listen in, encourage sts and answer qns.

(FYI): Numbers 1-10 are in IA 1.1, 11-20 in IA 1.2, and numbers up to 100 are in IA 1.3. Make sure to introduce necessary numbers for ages in class.

B. (Warm-up): Have sts offer English or German pieces of info and write in German on the board.

(Practice): a) Have sts switch partners. Sts go through the form asking and giving info, e.g., *Dein Geburtsort? Deine Staatsangehörigkeit?*

b) Have partners discuss and write down the ans to qns 1-4 (English). Have them report back with their ans to the class.

(Tip): Check that sts list their birth date in the appropriate German order. Write an example on the board: 13.10.1997.

(FYI): Write German dates: *Datum-Monat-Jahr*; German addresses: *Straße-Hausnummer*; and sex: "m" - männlich; "w" - weiblich; "x" - unbestimmt.

(FYI): Often German applications require a passport photo.

## A. Persönliche Daten

Respond to the questions in full sentences.

1. Wie heißt du?
2. Wie alt bist du?
3. Wie heißen deine Eltern<sup>1</sup>?
4. Wie ist deine Adresse zu Hause?
5. Wie ist deine Handynummer?
6. Wie heißt dein(e) Dozent(in)<sup>2</sup> für Deutsch?

<sup>1</sup> parents  
<sup>2</sup> instructor

## B. Formular

Write down six pieces of information in English that you would expect to provide when filling out some kind of official form.

*Now work with a partner to complete as much information about yourself as you can on this German application form. Try to guess the meaning of words from context. Look up words on the internet if you are really stuck.*

| Anmeldung           |                                                                                                  | Zu meiner Person:            |                          |                          |
|---------------------|--------------------------------------------------------------------------------------------------|------------------------------|--------------------------|--------------------------|
| Name                | ggf. Geburtsname                                                                                 | Vorname                      |                          |                          |
| Geburtsort          | Geburtsdatum                                                                                     | Geschlecht – bitte ankreuzen | m                        | w                        |
|                     |                                                                                                  |                              | <input type="checkbox"/> | <input type="checkbox"/> |
| Staatsangehörigkeit | (bitte entsprechend int. Kfz-Kennung eintragen, z.B. F=Frankreich, D=Deutschland, CZ=Tschechien) | Telefon / E-Mail             |                          |                          |
| Straße/Haus-Nr.     | PLZ                                                                                              | Wohnort                      |                          |                          |

1. What do you think the difference is between *Name* and *Vorname*?
2. What do you think *Geburtsname* means?
3. What do you think *Geschlecht* means?
4. *PLZ* is an abbreviation for *Postleitzahl*. What do you think it means?

die Geburt – birth  
der Ort – place  
der Staat – country

Organization.

(Making choices): *Auf geht's!* is designed to provide two or three pages of material for each day in class. This is actually a great deal of content and you are not expected to complete all of it every day. The activities are designed to be modular, in that they can be plugged into your class or omitted without any danger of wrecking a specific learning sequence. *Auf geht's!* is proficiency based and not grammar based, and proficiency can improve through a variety of means, especially exposure to the language in a natural context and principled practice. Feel free to pick and choose from the various activities offered without fear that your students will be missing something irreplaceable if you decide to skip particular activities due to lack of time or lack of fit with your specific group of students.



## C. Buchstabieren



Spell one of the words in each column for your partner and have your partner circle the one you spell. Then spell the remaining two words together.

|       |       |         |       |
|-------|-------|---------|-------|
| 1     | 2     | 3       | 4     |
| kann  | Zehen | Sie     | Wien  |
| kennt | sehen | sei     | Wein  |
| Kunde | sahen | zieh    | wann  |
| 5     | 6     | 7       | 8     |
| holen | wie   | wie alt | Pizza |
| Höhle | Vieh  | wie ist | Peter |
| höher | weil  | wieder  | Pate  |

## D. Aussprache

Pronounce the words below. Guess what they mean.



|            |  |
|------------|--|
| Italien    |  |
| Jamaikaner |  |
| Ozean      |  |
| Belgien    |  |
| Europa     |  |



Kassel Weltmeisterschaft Party

|                |  |
|----------------|--|
| Spanien        |  |
| Großbritannien |  |

C. (Warm-up): Have one st say a word from group 1. Ask sts: *Welches Wort ist das? Eins, Zwei oder Drei?* Have class vote by holding up 1, 2 or 3 fingers. Make sure all sts are participating.

D. (Ext.): Have extra words for fast sts, and when needed, write them on the board for sts to pronounce and guess their meanings, e.g., *Bayern, die BRD, VW, Pilot/in, Autorennen, schleppen.*

E. (HW): Assign as HW prior to class period. Tell sts to revisit the phrases previously listed in the *Auf geht's!* book and vocab so that they don't write: *Wie Alter du?*

## E. Fragen

Complete the questions and answers below. Practice reading them aloud.

| Information | Frage                                                 | Antwort (about you)                               |
|-------------|-------------------------------------------------------|---------------------------------------------------|
| Name        | Wie <input type="text"/> ?                            | Ich heiße <input type="text"/>                    |
| Adresse     | Wie <input type="text"/> deine <input type="text"/> ? | Meine Adresse ist <input type="text"/>            |
| Handy       | Wie <input type="text"/> deine <input type="text"/> ? | Meine Handynummer ist <input type="text"/>        |
| Alter       | Wie <input type="text"/> du ?                         | Ich bin <input type="text"/>                      |
| Wohnort     | Wo <input type="text"/> du ?                          | Ich wohne in <input type="text"/>                 |
| Semester    | Wie viele Semester <input type="text"/> du schon?     | Ich studiere schon <input type="text"/> Semester. |
| Geburtsort  | Wo <input type="text"/> du <input type="text"/> ?     | Ich bin in <input type="text"/> geboren.          |

Organization.

(Design activities): A pedagogically sound lesson plan may include three or four elements. Start with a warm-up topic of discussion followed by input of vocab or grammar. Then, introduce a practice exercise. This should be followed by an output exercise and/or an extension. Build in time for feedback and checks to see that sts are on task. Think: Warm-up, input, practice, output, extension.

(Audio input & listening comprehension): *Auf geht's!* offers a lot of audio input via the IA. Assure sts they are not meant to understand every word, just as they surely will not in "real life," but instead they should focus on the task at hand.

(Choral repetition): Many teachers and sts find some choral repetition useful, especially when focusing on pronunciation. Vary groupings, e.g., left half/right half of class or front/back.

E. (Warm-up): Ask a st one of the qns from ex. E. All sts must write down the info as st speaks (on a separate sheet of paper). Then, ask a different st to repeat the info. The class can help out.

(FYI): a) Germans do not say years of study, but instead they count the # of semesters of study, e.g., *Ich bin im sechsten Semester an der Uni.*

b) *Erstsemester* or *Ersties* refers to a first-semester st, e.g., *Ich bin Erstsemester.*

E (last page), F & G. (Tip): Use these three exs. together to help give sts practice communicating personal information.

F. (Tip): With partner work, make sure that sts work with different partners from day to day. Encourage your sts to spell out any words in German that their partner does not understand or know how to write.

(Warm-up): Consider modeling your own answers in plenum before sts begin working to model what you expect of them.

G. (Output): Go over prompts. Then, make larger groups and have sts introduce one of the partners they interviewed to the new group. Emphasize the difference between *er* and *sie* as well as the use of 3rd person verbs.

(Ext.): Ask sts: *Was ist das beste Restaurant? Wer wohnt weit weg?*

### F. Interview

Exchange information with two students in class. Practice asking and answering (numbers, letters and all) in nice German sentences. Take notes for exercise G below.



Name

Wohnort

Alter

Zahl der Semester

Adresse an der Uni

Telefonnummer

Geburtsort

Liebblingsrestaurant

Liebblingsfilm

### G. Berichten

Report the info you recorded in the exercise above.  
Here are some helpful phrases for reporting:



#### Prompts

Name

Wohnort

Alter

Zahl der Semester

Adresse

Telefonnummer

Geburtsort

Liebblingsrestaurant

#### Responses

Das ist...

Er / Sie wohnt in...

Er / Sie ist... Jahre alt.

Er / Sie studiert schon... Semester.

Er / Sie wohnt in der... Straße...

(or) Seine / Ihre Adresse ist...

Seine / Ihre Telefonnummer ist...

Er / Sie kommt aus...

Sein/Ihr Liebblingsrestaurant heißt...



Here are a few more tips:

1. To say 'his' instead of 'he', use *sein* instead of *er*: *sein Liebblingsrestaurant, seine Adresse*
2. To say 'her' instead of 'she', use *ihr* instead of *sie*: *ihr Liebblingsrestaurant, ihre Adresse*
3. Don't forget to use the correct verb form, based on the subject:

*ich wohne* → *er/sie wohnt*    *ich bin* → *er/sie ist*    *ich studiere* → *er/sie studiert*

Organization.

(Hint boxes): Blue-colored hint boxes appear throughout the text, offering additional vocabulary or brief grammatical explanations as needed. They also offer scaffolded phrases that can be used to negotiate group work in German. This is often quite difficult in practice because students usually have to focus on the task itself, so negotiating it in German is often impossible. Still, with some practice sts may be able to pick up additional phrases and vocabulary from the hint boxes while doing their group work.

(Use of English): English is used throughout *Auf gehts!* for explaining tasks and sometimes (during the first part of the course) for comprehension tasks. The main thought is to leverage the existence of a common metalanguage to ensure that the nature of each task is well understood. The task should be the learning activity, not deciphering what the task is. Sts are exposed to a tremendous amount of input outside class, so they are not losing out by using English for understanding what an activity is.

**H. Zahlen von 0 bis 20**

Write the correct numeral equivalent of each number below.

elf  
fünf  
neunzehn  
vierzehn  
zwanzig  
sechzehn  
null  
zwei  
siebzehn  
neun


Inning am Ammersee

H. (Ext): Prepare a list of additional numbers from 0-20 and read them as a dictation. Have students compare their results with a neighbor before continuing.

K. (Tip): Have sts spell information in German to assist spelling when needed. If time is short, omit either the *Straße / Hausnummer* or *Wohnort*.

**I. Zeig mal!**

In pairs, take turns saying any of the numbers below and see how fast your partner can point to it.



|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

**J. Mathe**

Take turns with your partner solving the math problems below and saying them aloud.



|                  |                                              |
|------------------|----------------------------------------------|
| $2 + 13 = 15$    | Zwei plus dreizehn ist gleich fünfzehn.      |
| $12 - 1 = 11$    | Zwölf minus eins ist gleich elf.             |
| $4 \times 2 = 8$ | Vier mal zwei ist gleich acht.               |
| $15 \div 3 = 5$  | Fünfzehn geteilt durch drei ist gleich fünf. |

|               |                |                    |                   |
|---------------|----------------|--------------------|-------------------|
| 1. $6 + 12 =$ | 5. $14 - 10 =$ | 9. $3 \times 5 =$  | 13. $20 \div 5 =$ |
| 2. $7 + 9 =$  | 6. $20 - 7 =$  | 10. $6 \times 3 =$ | 14. $18 \div 3 =$ |
| 3. $11 + 8 =$ | 7. $15 - 7 =$  | 11. $4 \times 4 =$ | 15. $12 \div 6 =$ |
| 4. $15 + 2 =$ | 8. $19 - 2 =$  | 12. $7 \times 2 =$ | 16. $10 \div 2 =$ |

**K. Wo wohnst du?**Ask four classmates for their home address. Be sure to get the correct numbers and spelling of the street name *auf Deutsch*.

Wo wohnst du?  
Ich wohne in der Craig-Straße  
211 in Chattanooga.

Name

Straße und Hausnummer

Wohnort

Organization.

(Communicative Contexts): When possible, design your activities to create contexts for meaningful communication. If the same group of sts complete both ex. F and G, then the communication is not so meaningful as they hear the same info twice. If ex. G is done with a different audience, summarizing the info from ex. F makes sense.

(Working with numbers): In order to speak fluently, sts need to have chunks of language that come automatically and relatively effortlessly. This is especially the case with numbers; it is hard to practice them too much! Take a few minutes of each class for quick reviews of numbers, in which sts work with partners saying numbers that they see (projecting them on a screen is the most effective, but worksheets or overheads can be used). Sts only have a limited amount of "working memory" to process language, so having elements that come automatically allows them to focus on other things such as additional vocabulary, verb conjugation, word order, etc.

Read the short introductions here and answer the questions below.

(FYI): Qns 7-9 are designed to encourage sts to observe texts more carefully rather than just skimming for basic meaning.

Salzburg, AT

(Narratives): *Auf geht's!* is based on over 175 interviews conducted with native and near-native German speakers. Each interview contained dozens of questions around topics that are relevant to the content of *Auf geht's!* and are thematically related to what students will be learning to say and understand as they work towards Intermediate Low (and Mid) proficiency. The IA usually has 4-8 interview excerpts for each day in class. The *Lernbuch* uses edited interview responses as the backbone of the reading program as well. This has at least three benefits for sts: 1) Oral language is simpler than written language; 2) Oral language involves frequent repetition and recasts, aiding beginning learners; and 3) Spoken speech in written form is a great source of models for sts' own language production.



**M. Aussprache**

Practice pronouncing these words carefully with a partner, saying each syllable clearly. Spoken German tends to pronounce each syllable without reducing it as can happen in US/Canadian English. Work particularly on difficult words such as the ever-popular *Psychologie*. In the box before each word, write the number of syllables you think the word has.

|             |                     |                     |
|-------------|---------------------|---------------------|
| Biologie    | Informatik          | Theaterwissenschaft |
| Chemie      | Pädagogik           | VWL                 |
| BWL         | Philosophie         | Soziologie          |
| Französisch | Politikwissenschaft | Maschinenbau        |
| Geschichte  | Psychologie         | Geologie            |

**M. Spend time during the first weeks focusing on pronunciation, particularly the quality of long vowels, which differs greatly from English.**

**(Warm-Up):** Sts may not know what syllables are, so spend some time introducing the concept (in simple German).

**N. Was ist das?**

Practice terms for fields of study with a partner. Say the first part of the word, and have your partner say the whole word, as such:

Fran... Französisch

*After that is going well, do the same activity but have your partner just say the ending of the word:*

Ge... ...schichte

|            |            |            |
|------------|------------|------------|
| An...      | In...      | Politik... |
| Bio...     | Kommun...  | Psych...   |
| B...       | Kun...     | Re...      |
| Che...     | Maschin... | So...      |
| Deu...     | Mu...      | Spa...     |
| Elektro... | Päda...    | Spo...     |
| Fran...    | Philo...   | The...     |
| Ge...      | Phy...     | V...       |



Bregenz, AT

**N. (FYI)** The prompts here are all words for subjects of study in the vocabulary list for 1.2.

**(Warm-Up):** Have students spend a few minutes reviewing their vocabulary sheets for 1.2 to prime all the words in their minds for this activity. This can be done individually, with a partner, or as an instructor-led plenum activity.

**O. For sts' first essay,** always make clear your expectations in terms of length, format, due date and revisions among other things. Show a model. Explain your grading rubric so that sts can follow along & improve over the course of the semester.

**O. Ich über mich**

Write a short paragraph with information about yourself on a separate sheet of paper. Include your school contact information. The model text can serve as a guide.

Ich heiße Laurie. Meine Adresse ist Bancroft Straße 2427. Meine Telefonnummer ist 397-1082. Ich bin 18 Jahre alt. Ich komme aus Kalifornien, aus Gilroy. Meine Adresse an der Uni ist Scott Hall 214. Meine E-Mail-Adresse ist laurie\_4971@gmail.com.

Pronounce @ as *ett* and a period as *punkt*. You might use these additional phrases:

*Meine Adresse an der Uni ist...*

*Meine Telefonnummer an der Uni ist...*

*Meine E-Mail-Adresse ist...*

Organization.

**(Writing Guides & Models):** *Auf geht's!* adopts a process-oriented, model-based approach to writing development. Sts are given models and guides for specific writing assignments. Models are examples of what an A-level student at that point in the program can do. Sts are expected to use, adapt and expand these models as they progress. Good use of models and guides will make your grading easier because you will not have as many essays that make no sense or are simply typed in English into Google Translate. One life-long learning skill that is targeted is identifying and appropriating models of good language for sts' own use.



# 1.3 Wie viel?

Culture: Studies / majors  
Vocabulary: Academic subjects  
Grammar: Asking questions

A. (Tip): Many activities in AG are personalized and thus st answers will vary greatly.

(Ext.): a) Ask questions such as *Wer hat Biologie in der Schule gehabt?* and have sts respond with a show of hands.

b) A further extension is the yes/no question: *Haben Sie Biologie in der Schule gehabt?* Sts answer *ja* or *nein*.

c) One more is to ask *Haben Sie Biologie gehabt?* If they answer yes, ask *Wo?* Prime the two responses *in der Schule* and *auf der Uni*. Note that they do not know the present perfect tense but understand it from context.

C. (Tip): Ask sts in plenum their responses – they can read the full sentence with their answers following the guides above the boxes.

D. (Output): Sts can work with a partner, reading their responses. The partner can say *Das stimmt* or *Das stimmt nicht* to indicate which sentences they think are true and which one is false. Write these two phrases on the board as a reminder.

## A. Kurse und Fächer

For each subject, write S if you had it in *der Schule* and U if you took or are taking it at your college.

|                          |           |                          |            |                          |                              |
|--------------------------|-----------|--------------------------|------------|--------------------------|------------------------------|
| <input type="checkbox"/> | Biologie  | <input type="checkbox"/> | Physik     | <input type="checkbox"/> | Kommunikationswissenschaften |
| <input type="checkbox"/> | Anglistik | <input type="checkbox"/> | Religion   | <input type="checkbox"/> | Politikwissenschaft          |
| <input type="checkbox"/> | Deutsch   | <input type="checkbox"/> | Geschichte | <input type="checkbox"/> | Theaterwissenschaft          |
| <input type="checkbox"/> | BWL       | <input type="checkbox"/> | Spanish    | <input type="checkbox"/> | Mathematik                   |
| <input type="checkbox"/> | Chemie    | <input type="checkbox"/> | VWL        | <input type="checkbox"/> | Psychologie                  |

## B. Was studierst du?



Ask four classmates what their major is. If anyone doesn't have one yet, ask what she or he might want to major in.

|                            |                                              |
|----------------------------|----------------------------------------------|
| Was studierst du?          | Ich studiere Chemie.<br>Ich weiß noch nicht. |
| Was möchtest du studieren? | Vielleicht Geschichte.                       |

## C. Was lernst du gern?

Write in three courses you enjoy and three that you find boring.

Ich lerne gern ...

Ich finde ... langweilig

## D. Ich finde das langweilig

Using your preferences from 1.3C, write three sentences, two that are true and one that is not.

Ich lerne gern Mathe.  
Ich finde Geschichte interessant.  
Ich finde Biologie langweilig.



Organization.

(Content-based instruction): *Auf geht's!* is unique among first-year German programs in that it is a full-fledged, content-based course. The content is a tremendous amount of information and reflections on cultural attitudes, beliefs, products and practices that will help students build context with native speakers of German. *Auf geht's!* focuses on topics that may come up early in any beginning friendship or working relationship, such as attitudes towards learning, working, family, societal organization and values, etc. By informing sts and training them to be cultural investigators, our goal is to break down cultural barriers and motivate students to step out into different cultural spaces and grow personally and linguistically. When deciding which cultural information to include, the team considered what the chances were that this information would be immediately useful in initiating and maintaining relationships with native speakers in a variety of contexts. Many traditional topics in first-year texts (such as recycling, literary figures, gross national product statistics, etc.) were deemed to be better left for more specialized courses.

**E. Wie schreibt man das?**

Take turns with a partner spelling one word from each column. Circle the word your partner spells. Then alternate spelling the remaining two words.



| 1      | 2     | 3       | 4     | 5        | 6      | 7       |
|--------|-------|---------|-------|----------|--------|---------|
| Kirche | der   | machen  | Kiel  | springen | Ziel   | rauchen |
| kehren | das   | Mädchen | Kehle | sprechen | Zoll   | riechen |
| Küche  | Durst | müssen  | kahl  | Sprachen | zählen | rächen  |

**F. Schwer oder leicht?**

Take turns with a partner saying various majors and responding *Das ist schwer!* or *Das ist leicht.*



Example:

Französisch Das ist leicht!

**G. In die Ecke!**

Your instructor will name two choices of possible majors and point to different corners of the room for each. Choose the one you prefer by moving quickly to the corner designated. No slacking!

**H. Zahlen**

Working with a partner, take turns reading a number from this list. Your partner must point to the number you read as quickly as possible.



|    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|
| 10 | 21 | 30 | 42 | 51 | 62 | 70 | 83 | 90 |
| 13 | 22 | 33 | 43 | 52 | 63 | 71 | 84 | 91 |
| 16 | 24 | 35 | 44 | 56 | 66 | 73 | 87 | 92 |
| 17 | 27 | 36 | 47 | 58 | 67 | 77 | 88 | 95 |
| 19 | 28 | 39 | 48 | 59 | 68 | 79 | 89 | 97 |

**I. Verben**

Choose an appropriate verb for each blank, and make sure the verb form matches the subject!

wohnen heißen sein kommen

Meine Schwester \_\_\_\_\_ älter als ich.

Wir \_\_\_\_\_ nicht aus den USA.

Ich \_\_\_\_\_ in der Burgstraße.

Woher \_\_\_\_\_ der Präsident?

Meine Schwestern \_\_\_\_\_ Joanne und Tami.

Torgunn \_\_\_\_\_ aus Oldenburg.

Mein Papa \_\_\_\_\_ Klaus.

Wir \_\_\_\_\_ auf dem Campus.



E. (Ext.): This is a spelling activity, but you can extend it to pronunciation again, working especially on the long vowels as well as umlaut sounds *ü* and *ä*.

F. (Output): It can be fun to do this as a plenum activity to let sts be proponents of how easy (or hard) their chosen field of study is.

G. (Ext.): Consider adapting this activity to other choices to let sts show comprehension (and evaluation) without needing to respond verbally in German.

H. (Tip): Remind sts of the difficulty of not transposing numbers going from English (e.g. thirty-six vs. *sechszund-dreißig*).

I. (Tip): Sts have two tasks with this activity: choosing the appropriate verb, and then conjugating the verb. They may not have been successful doing this at home, so consider working through the first two in class to help sts understand the two-step process.

Organization.

(Key IA screens): As you work through the IA, note which screens could be useful as reference in class or for later review. While the interactive is meant to be used at home, it is also a hugely important source of content in *Auf geht's!* and should be recognized as far more than a supplement.

(IA assignments and printouts): Sts should hand in the printout for each *Thema* in the IA. This button to print assignments is located on the opening screen of each unit in the lower left corner. Most teachers spread a unit over 2 days and have sts hand in the printout after the *Thema* is done.

(Referencing the IA): Refer to screens (not pages), e.g., *Machen Sie Bildschirmseiten* IA 1.3.1 bis 1.3.4. You should work through as much of the IA as you can. Referring specifically to the IA in class will reinforce the idea that all curriculum components are important and interdependent.

## J. Drei Familien

Read about three German families and answer the questions that follow.

J. (HW): These reading assignments are meant to be done as HW prior to class. Topics are usually closely connected to the *Thema* but may be selected because of appropriate vocabulary level. We recommend spending time in class at least briefly touching on st answers. Sts will generally not read each text more carefully than necessary (to answer the questions), so consider adding follow up questions regarding language (verb tense, vocabulary) if appropriate.

(Answers): 1. Melanie, Sigrun. 2. Robert. 3. Susanne. 4. Melanie. 5. An der TU in Wien.

**Robert (Herne, DE):** Mein Vater heißt Michael. Meine Mutter heißt Susanne. Meine Eltern kommen aus Herne zwischen<sup>1</sup> Dortmund und Essen. Ich wohne in Herne, studiere aber in Dortmund.

**Melanie (Stuttgart, DE):** Meine Mutter kommt aus Stuttgart und ist Deutsche. Mein Vater kommt aus Frankreich<sup>2</sup>. Ich habe eine ältere<sup>3</sup> Schwester. Wir sind in Deutschland aufgewachsen<sup>4</sup>.

**Sigrun (Wien, AT):** Ich habe zwei Brüder. Sie sind ein bisschen jünger<sup>5</sup> als ich. Der eine Bruder ist schon verheiratet und hat zwei Kinder und der andere hat eine Freundin. Mein Vater ist Universitätsprofessor an der Technischen Universität in Wien und meine Mutter ist Lehrerin<sup>6</sup> in einer Schule.

<sup>5</sup> younger  
<sup>6</sup> teacher

<sup>1</sup> between  
<sup>2</sup> France  
<sup>3</sup> older  
<sup>4</sup> sind ... aufgewachsen – grew up

Wer hat Geschwister?

Wer studiert?

Wie heißt die Mutter von Robert?

Wer ist Halbdeutsche?

Wo arbeitet der Vater von Sigrun?

## K. Meine Familie

Describe the age and height of your family members in the boxes below. Use the shortcuts you learned in the interactive to approximate their height in meters. Substitute other people if any do not apply to you.

K. (Output): This will be difficult for US sts who don't use the metric system. Review the shortcuts from the IA:

|       |      |
|-------|------|
| 6'7"  | 2,00 |
| 6'3"  | 1,90 |
| 6'1"  | 1,85 |
| 5'11" | 1,80 |
| 5'9"  | 1,75 |
| 5'7"  | 1,70 |
| 5'5"  | 1,65 |
| 5'3"  | 1,60 |
| 5'1"  | 1,55 |

Meine Mutter ist 47. Sie ist nicht alt.  
Sie ist 1,65m groß.

Mein Vater

Meine Mutter

Mein Bruder

Meine Schwester

Mein Großvater<sup>7</sup>

Meine Großmutter<sup>8</sup>

Mein Hund<sup>9</sup>

Meine Katze<sup>10</sup>

<sup>7</sup> grandfather  
<sup>8</sup> grandmother  
<sup>9</sup> dog  
<sup>10</sup> cat



Aachen

### Organization.

(Pacing): As you create your lesson plans, keep a commitment to brisk pacing. Students benefit from frequent changes of task or activity. Try not to spend more than 8-10 minutes on any one particular activity, if possible, or change the tasks enough so that they offer good variety in terms of student actions. Naturally, you must not go so quickly that you confuse students, but by keeping a constant variety of task and content throughout the lesson, student interest is more easily held. Your goal should be a class where students can't believe it is over already because the time has gone by so quickly!

## L. Interview

With a partner, ask each other the questions below and fill in the information your partner gives. Your information is in activity K, of course.



Mein Vater / Meine Mutter ist verstorben.  
*My father / mother passed away.*

Ich habe keine Brüder / keine Schwestern.  
*I don't have any brothers / sisters.*

Wie heißt du?

Wie groß ist dein Vater?

Wie groß ist deine Mutter?

Wie alt ist dein Großvater?

Wie alt ist deine Großmutter?

Wie groß ist dein Bruder?

Wie groß ist deine Schwester?

Wie alt ist dein Hund?

Wie alt ist deine Katze?

|  |  |  |
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## M. GW oder NW?

For each subject listed, write GW if you think it is a *Geisteswissenschaft*, SW if you think it's a *Sozialwissenschaft* and NW if you think it is a *Naturwissenschaft*.

- ☐ Chemie
- ☐ Physik
- ☐ Geschichte
- ☐ Kunst
- ☐ VWL



- ☐ Psychologie
- ☐ Geologie
- ☐ Soziologie
- ☐ Biologie
- ☐ Anglistik

L. (Ext.): Have each pair or group discover: *Wessen Vater ist am größten? Wessen Großmutter ist am ältesten? Wessen Schwester oder Bruder ist am jüngsten? Wessen Haustier ist am ältesten?* Write these qns on the board. Model: *Ist Toms Vater am größten in Ihrer Gruppe oder Annes Vater?*

(FYI): *Stiefmutter* = step-mother. *Halbbruder* = half-brother.

(Tip): Although this is early in the game, you should correct sts on pronunciation and spelling for numbers and word order. The German word order here is particularly confusing for native English speakers, as sts have to fit the word *Meter* in-between the numbers, as in: *Meine Schwester ist ein Meter siebzig groß.*

M (Answers): There is some debate in the field, but generally one would say: *Chemie (NW)*, *Physik (NW)*, *Geschichte (GW)*, *Kunst (GW)*, *VWL (SW)*, *Psychologie (SW)*, *Geologie (NW)*, *Soziologie (SW)*, *Biologie (NW)*, *Anglistik (GW)*. There is often a struggle in fields like *Psychologie* to have it recognized as a *Naturwissenschaft*. Allow students to have different opinions, as this is more about comprehension.

Organization.

(Pronunciation work): *The Auf geht's!* IA has guidelines for pronunciation, but instructors should consider practicing pronunciation regularly throughout the course. One effective technique is to play authentic audio clips (from the IA for example) and have sts practice imitating it as closely as they can. This can lead to many humorous moments but has the advantage of bringing in prosodics and accent to pronunciation work from the very beginning.



## N. Mein Studium

Read the following excerpts about university studies and answer the questions that follow.

N. (Answers): 1. Heiko, Martin, Peter, 2. die Schwester von Christian, die Schwester von Hanane, Peter (and die Brüder von Hanane), 3. Peter, 4. die Schwester von Hanane und Peter (*by inference*), 5. Hanane, 6. der Vater von Christian

(Class): Ask a few students to share their responses and briefly point in the text where they found the relevant information. Remember that this sort of plenum work led by the instructor can be and should be conducted in German. Sts can respond with the name of their choice and read/summarize the section in the text where they find their answer.

(Answers): 1. Ich schreibe momentan eine Arbeit über Shakespeare. (Heiko, *last sentence*). 2. Ich studiere Biologie seit vier Jahren. (Martin, *1st sentence*). 3. Ann Arbor ist eine kleine Stadt in der Nähe von Detroit. (Peter, *2nd sentence*).

**Heiko (Eschwege, DE):** Also, ich studiere hier in Göttingen Physik am Institut für Biophysikalische Chemie der Max-Planck-Gesellschaft. Ich schreibe momentan eine Arbeit über die Thermodynamik von Membranen.

**Christian (Freiburg, DE):** Mein Vater ist Lehrer, hier an der Schule in Freiburg und unterrichtet dort Chemie und Physik und Mathematik. Und meine Schwester studiert Germanistik und Kunstgeschichte.

**Hanane (Marokko):** Also, ich habe zwei Brüder, die Germanistik studiert haben. Der eine Bruder wohnt in Holland in Rotterdam und der andere ist Deutschlehrer in Marokko. Ansonsten habe ich eine Schwester, sie studiert Jura, und die andere Schwester beginnt jetzt, Anglistik zu studieren.

**Martin (Idstein, DE):** Also, ich heiße Martin und studiere jetzt in Göttingen Physik seit fünf Jahren. Ich habe mich ja eigentlich schon von Kind an für Physik interessiert und für Naturwissenschaften im Allgemeinen, Technik.



Göttingen

**Peter (Uslar, DE):** Ja, mein Name ist Peter. Ich komme aus Uslar, das ist eine kleine Stadt in der Nähe von Göttingen. Ja, ich bin Student hier in Göttingen, ich studiere Englisch und Biologie.

Wer studiert  
Naturwissenschaften?

Wer liest gern  
Literatur auf  
Englisch?

Wer studiert  
Geisteswissenschaften?

Wer hat vier  
Geschwister?

Wer studiert NW und  
GW?

Wer weiß viel  
über Chemie?

Based on the texts above, how would you say the following sentences in German?

*I'm writing a paper now  
about Shakespeare.*

*I've been studying biology for  
four years.*

*Ann Arbor is a small city  
near Detroit.*

## Organization.

(Reading tasks): This text illustrates a technique often used in *Auf geht's!* to use tasks to scaffold comprehension. Here the qns provide a way to focus on the text, looking for simple connections (and not deeper meanings). This allows sts to do a first reading of the text without having to understand everything. The follow-up activity, involving "creative copying" requires that they read the text again, scanning for similar larger meanings and then focusing on language to make modifications. This practice over a semester or two trains sts to appropriate texts they read to express their own personal meaning by making (paradigmatic) modifications to set chunks of language, a key skill to assist sts in moving into intermediate proficiency.



**O. Wie fragt man?**

How would you ask about the following information in German?

Name

Alter

Adresse

Geburtsort

Semester

Größe<sup>1</sup>Hauptfach<sup>2</sup>

Handynummer

- 1 *height*  
2 *academic major*

**P. Interview**

Interview two other students you have not yet met in your course with the questions you wrote in activity O. Be prepared to introduce the person to the class.



Großer Tiergarten, Berlin

Das ist Kevin. Er kommt aus Beaverton in Pennsylvania. Er...

Das ist Christina. Sie kommt aus Seattle. Sie...

O. (Extension): These qns are review. Have sts review their responses for 30 seconds, then display just the prompts on the blackboard/screen and have sts interview each other quickly, creating the questions from memory.

P. (Preview): Go over with sts how to report in the 3rd person and what changes need to be made in sentences (verb conjugation, subject pronouns). Then have them get together with new sts. This interlude will 'flush' the work they did in O as they will need to rethink how to add qns, which is excellent practice to move these phrases into long-term memory.

Q. (HW): Assign ex. Q as HW, to be completed on a separate piece of paper. As in the last two *Themen*, the essay should demonstrate that the student understands and can effectively produce the vocab, structures and relevant cultural information from this *Thema*.

**Q. Ein Freund von mir**

Pick a friend of yours to describe in some detail. Make sure to use vocabulary and structures you have learned in this unit. Things you can describe:

|         |                 |
|---------|-----------------|
| Wohnort | Geburtsort      |
| Alter   | Hauptfach/Kurse |
| Größe   | Persönlichkeit  |

Meine Freundin heißt Carly. Sie kommt aus Florida. Sie wohnt jetzt in Colorado. Sie studiert Biologie und English an der Uni. Sie ist 19 Jahre alt. Sie lernt Biologie, Geschichte und Mathe. Sie findet Biologie sehr interessant. Sie findet Chemie sehr schwer. Carly ist intelligent und freundlich. Sie ist 1,70m groß.

Organization.

(Writing models): Frequent models are provided for student writing; make sure that sts understand that they are expected to use them! Creative copying is welcome. Instructors can provide rubrics in order to let students know how much they are expected to deviate from patterns. One core skill we encourage is the ability to appropriate chunks of language and to repurpose them, changing person, adjectives and other elements to personalize the language to express sts' unique meaning. Feel free to model this yourself as an instructor several times in class, pointing out interesting chunks of language in an interview text and having sts practice appropriating it.

# 1.4 Wie ist das Wetter?

A. (Warm-up): Display a German weather site (such as [www.wetter.de](http://www.wetter.de)) with the weather for today and go over it in simple German, describing what the temperatures are and how the weather is in various parts of Germany.

(Ext.): Have students include the approximate temperature in Fahrenheit next to the temp in Celsius. This may help them get a general idea of the conversion.

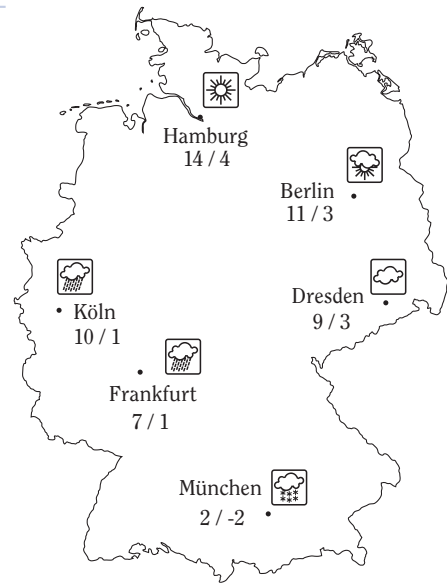
(FYI): Remind students that dates are written as day/month, so they really are finding the weather for March 1st as the instructions indicate.

B. (Tip): Emphasize that the verbs used in weather phrases are conjugated in third-person singular to agree with the weather being the subject: *Es ist kalt.* (It's cold.) *Es regnet.* (It's raining.)

## A. Das Wetter in Deutschland

This weather map is for March 1st in Germany. Use the information on the map to fill in the first two columns below. Then check today's weather online for these German cities and fill in the remaining information. Make sure you write the date in the correct German fashion!

Es ist schön.  
Es ist heiß.  
Es ist kalt.  
Es regnet.  
Es ist bewölkt.  
Es ist heiter.  
Es ist windig.



|           | Das Wetter am 1.3. | Die Temperaturen am 1.3. | Das Wetter heute | Die Höchsttemperatur heute |
|-----------|--------------------|--------------------------|------------------|----------------------------|
| Berlin    |                    |                          |                  |                            |
| Hamburg   |                    |                          |                  |                            |
| Köln      |                    |                          |                  |                            |
| Frankfurt |                    |                          |                  |                            |
| Dresden   |                    |                          |                  |                            |
| München   |                    |                          |                  |                            |

## B. Wie ist das Wetter in...?

Using models from 1.4A, choose two German cities and describe today's weather more completely for each one. Use as many weather phrases as you can. Impress your teacher and classmates!

Stadt 1:

Stadt 2:

## Organization.

(Classroom technology): If you have a smart classroom, you can use screens or audio from the IA, project related web pages of interest, bring in your own PowerPoint, DVDs and photos, etc. However, it is not necessary to have a smart classroom to use *Auf geht's!* since the *Lernbuch* is specifically designed to be used extensively in class. The class hour centers on negotiating meaning (listening and speaking in a meaningful context) and discussion of content and issues (culture knowledge, awareness and comparisons) with attention to the learning process (clarification, questions, course and class management).

(Germany map): The map of Germany on the inside front cover of the LB is colored to highlight 4 divisions: North, East, South and West. Unit 5 offers sts a great introduction to these regions and several major cities. You may want to build in a couple extra days to enjoy more of *Quer durch Deutschland*. Sts can compare the sizes of *Bundesländer* and cities.

## C. Wetterbilder

Look at the images below and write a short caption for each one describing the weather and anything else you think is relevant. Be as thorough as possible and guess what season you think it might be.

der Frühling

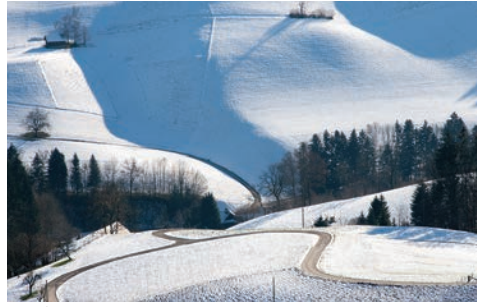
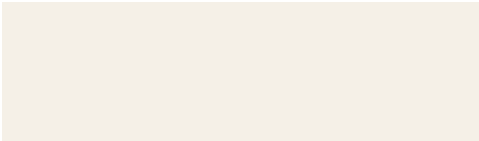
der Sommer

der Herbst

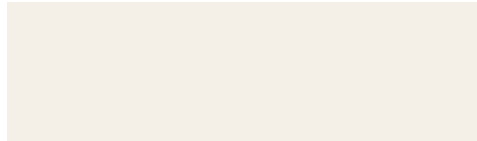
der Winter



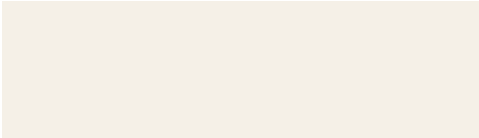
Mosel



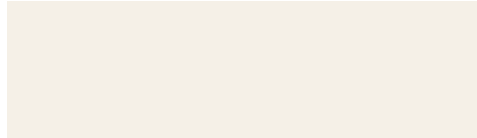
Lueg, CH



Baden-Baden



Nordhessen



C. (Warm-up): Have one student describe a photo; the others must determine which it is.

(Ext.): Bring in pictures of weather, seasons, deserts, oceans or the jungle. Have students work in groups to describe the weather in 5 different pictures. Then, have each group describe one picture to the class, and they will guess which one is being described.

(Ext.): The top right photo is from Switzerland (CH = *Confoederatio Helvetica*). Ask: *In welchem Land ist das? Ist das Land größer oder kleiner als Deutschland?* Refer to the European map on the back cover.

(Follow-up): Bring in photos of weather, seasons, deserts, oceans or the jungle. Have students work in small groups to describe the weather in 5 different photos. Then, have each group describe one photo to the class; have them guess which one is being described.

D. (Tip): The ranges may of course vary depending on what region your institution is located in. *Warm* for Maine could be *kühl* for Florida! Germans tend to be used to cooler weather, so while *30 Grad* may be just *warm* in Texas, it will be considered *heiß* in Germany.

## D. Ist es kalt?

With a partner, take turns reading the temperatures (in Celsius) below. Then, decide which of the following statements describes each temperature best: *es ist (sehr) warm, es ist schön, es ist (sehr) kalt*.

25°

-11°

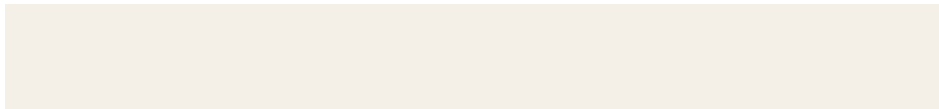
31°

-1°

10°

38°

Now write six different temperatures in degrees centigrade. Alternate reading a temperature in German to your partner following the model above and having your partner respond in German whether it's (very) cold, (very) hot, or just right.



S1: 21 Grad.

S2: Es ist warm.

Organization.

(Vocabulary learning): Research has shown that learners require approximately 60 successful recalls to "learn" a lexical item. While the IA does a good job at presentation and practice, make sure to review/point out vocabulary items students are learning during class. This can be as simple as a reminder time, spending two minutes projecting the words and repeating them in chorus. But successful recall generally needs to be in a real context, so as you extend activities in the *Lernbuch* and/or create your own, you should consciously focus on recycling vocabulary items, not just from the current unit & *Thema*, but also from previous work.

E. (Warm-up): *Nennen Sie einige deutsche Städte oder Regionen!* Use a map, overhead or the map on the book's inside front cover. As sts call out names, repeat in proper German. Have sts locate sites on the map, and have the first to get it mark them for the class. Introduce key cities.

(Ext.): a) Have sts reference the Germany map on the LB cover. *In welchem Bundesland ist das?*

b) Project or bring in weather map(s). Have sts describe weather in different parts of N. America or Europe in German with Celsius! Try to find maps from different seasons to test them as well.

(FYI): Frankfurt is often the first city and airport where int'l travelers land in Germany. *Frankfurt am Main* is located on the Main River and should not be confused with *Frankfurt an der Oder*, which is located on the eastern German border with Poland. See LB map.

F. (FYI): This ex. helps you check sts' comprehension at this point and encourages sts to review previously learned materials. This is also a good review of qns for a first test.

#### E. Wie ist das Wetter hier?

Check the most logical conclusion or explanation for each statement.



1. In Schleswig-Holstein ist das Gras sehr grün.

- ☐ Es regnet dort nie.  
☐ Es regnet dort sehr viel.

2. Frankfurt am Main ist im Herbst windig.

- ☐ Es ist dort teils bewölkt.  
☐ Es ist dort heiß.

3. Im Schwarzwald ist im Winter alles weiß.

- ☐ Es schneit dort oft.  
☐ Auch im Winter ist es dort sehr warm.

4. In der Schweiz ist Skifahren ein Nationalsport.

- ☐ In den Alpen gibt es viel Schnee.  
☐ Normalerweise regnet es dort im Winter.

5. Wien hat einen großen Markt im Freien<sup>1</sup>.

- ☐ Das Wetter im Sommer ist sehr oft kalt und regnerisch.  
☐ Im Sommer ist es oft sehr schön und warm.

*Can you locate any of these places on the maps in your book?*

<sup>1</sup> outdoor market

#### F. Smalltalk über das Wetter



Although you have been in your German class now for a couple of weeks, you probably don't know everyone yet. Get up and introduce yourself to one of your classmates. Ask the questions below and also chat about the weather in your respective hometowns.

Wie heißt du?

Woher kommst du?

Ist das eine große oder eine kleine Stadt?

Was studierst du?

Was ist dein Lieblingsrestaurant?

Wie ist das Wetter in [hometown] im  
Frühling/Sommer/Herbst/Winter?

Ist es regnerisch im Frühling?

Ist es schwül im Sommer?

Ist es windig im Herbst?

Ist es kalt im Winter?

Schneit es im Winter?

Organization.

(Noticing grammar): One of the key aspects of learning grammatical structures is actually noticing them. Each time you work with texts, consider doing some "treasure hunt" activities for noticing. For example, have students work with a partner and find as many instances of adjective agreement as they can. Or have them find all present tense conjugation forms and the subject the verbs are paired with. Or specific lexical items (names for subjects, people, related to education, etc.) Don't spend TOO much time on these, but such activities put sts into an analytical mode and are refreshing because they are relatively easy compared to understanding instructors speak German or trying to create their own unique phrases/sentences, so these activities build grammatical/structural knowledge while offering task variety to refresh students a bit.

(Possible ans to ex. E): 1. B; 2. A; 3. A; 4. A; 5. B.



**G. Was fehlt?** Fill in the blanks with the missing word.

1. Januar  März
2. Donnerstag  Samstag
3. Montag  Mittwoch
4. April  Juni
5. Juli  September
6. Mittwoch  Freitag
7. Oktober  Dezember



Ruhstorf an der Rott

G. (Tip): This will be review (sts learn the days and months in the IA) but because it's so close to English, it is a great opportunity to practice pronunciation, particularly of the variety of short and long vowels. Spend some time working on pronunciation if you can spare it.

H. (Tip): When done as HW, sts can be less focused on accuracy. Have a few sts share their responses in plenum, then discuss any structural issues that may arise. Give sts an opportunity to edit their texts before doing I below.

I. (FYI): Many activities in AG! have sts prepare an answer and then share it with a partner/group WITHOUT referring to it. If they simply read what they wrote, it becomes a stale activity. Giving sts time to scaffold their production (via preorganizing writing activities) encourages better oral production.

J. (FYI): Periodically AG! includes internet activities to encourage sts to build connections to the 'real' world rather than remain in an artificial space created by a textbook package.

**H. Lieblingsjahreszeit** Write your favorite season *auf Deutsch* and describe your hometown's weather during that season.
**I. Welche Jahreszeit?**

Go around asking your classmates which season is each one's favorite and why. Answer others who ask you about your favorite season with your information in 1.4H, but try not to look (do it by memory)!

**J. Deutsche melden sich**

Search for a German internet forum addressing the question *Was ist deine Lieblingsjahreszeit?* and write your favorite answer here. Be prepared to say in German what you like about it. Write in the second box at least four new words you learned.

Neue Wörter,  
auf Deutsch  
und auf  
Englisch

Organization.

(Using the internet): Sometimes tasks in *Auf geht's!* ask sts to do something on the internet. The internet is a great source for authentic language and culture input. However, many websites are too difficult for beginning sts. As with any text or resource, focus on the task. Check out sites before you assign them to sts. Have them compare basic information. Assure sts that they are not supposed to understand every word. But with a little persistence, they'll be surprised at how much they can understand.



G. (Warm-up): Ask students: *Wie ist das Wetter im Photo? Ist es heiß? Ist es kalt? Regnet es?*

(Answers): According to the speaker: 1. *Winter*. 2. *Sommer*. 3. *Frühling*. 4. *Herbst*.

(Tip): Ask sts for associations with the temperatures mentioned in the text (15, 20, 30, 35 Grad).

(Ext.): After sts share their weather words/phrases for their home city, have them spend 3-4 minutes rewriting their words into full sentences, using the text in K as a model.

(FYI): The sequence of these tasks goes from basic comprehension to more specific comprehension to limited production based on reworking elements from the reading (i.e., not translating directly from English into German). Extend it with writing to free production with some scaffolding. Be sure that sts understand that they need to rework elements from the reading and not jump the entire process by thinking in English and translating via dictionary/online translator into German, which yields virtually no language learning results.

#### K. Das Klima

The following are descriptions of the weather in Berlin in four different seasons. Read through them and answer the questions that follow.

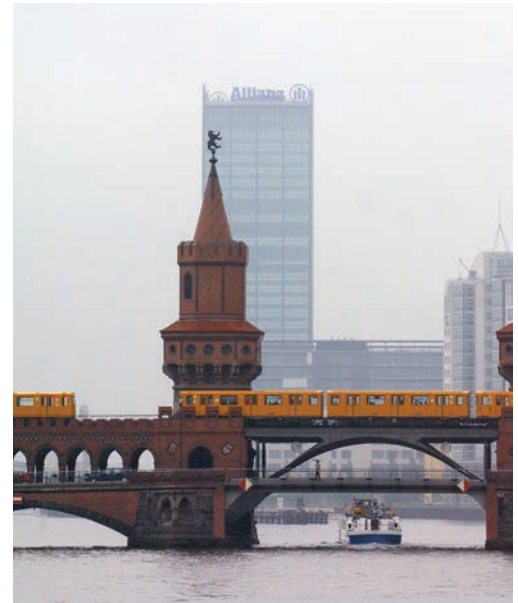
1. Oft kalt, grau, sehr viel Schnee. Aber der Schnee ist nicht so ein schöner Schnee, sondern das wird ganz schnell dreckig<sup>1</sup> und grau.

2. Schön, manchmal<sup>2</sup> warm oder richtig heiß, blauer Himmel<sup>3</sup>. Kann etwas schwül werden. Manchmal bewölkt und Regen, aber oft ganz schön. Zwischen 20 bis 30 Grad, meistens nicht mehr als 35 Grad.

3. Sehr schön, also normalerweise sehr schön. Warm, angenehm<sup>4</sup>, 15 bis 20 Grad, nicht zu stickig, nicht sehr schwül. Schön. Sonnig.

4. Relativ regnerisch, Temperaturen würde ich sagen sind auch noch angenehm, nicht zu kalt, aber stürmisch auch oft. Und viel Regen.

- 1 *dirty*  
2 *sometimes*  
3 *sky*  
4 *pleasant*



Oberbaumbrücke, Berlin

Which seasons do you think are described in each interview above?

Mark each as Frühling, Sommer, Herbst oder Winter.

1.

3.

2.

4.

Pick words or short phrases from the texts above and write them next to the season you associate them with (multiple seasons are fine):

Frühling

Herbst

Sommer

Winter

Wie ist das Wetter in deiner Heimatstadt? Describe the weather in your home town for each season using TWO German words or phrases, each taken from the texts above or your vocabulary list ONLY.

Frühling

Herbst

Sommer

Winter

#### Organization.

(Websites): Weather is a wonderful topic for bringing in real material into class. Show sts weather websites in German. Play a TV weather report from an internet site and see how much students can understand. Have them study websites in class (with laptops/smartphones) and notice cultural differences compared to similar websites in the USA or Canada.

(Weather and culture): Perceptions of weather are culturally determined and can change. Discuss with students whether they think 20°C is perfect, hot or cold, and why. Ask about the weather where they grew up. Have their attitudes toward weather changed? For instance, someone who grew up in the north (say Alberta or Montana) and then moved to Florida may have different standards of what is hot and cold. This can be an opportunity for sts who are not from North America to give their unique perspectives in class.

## L. Konversation



Spend a minute reviewing the questions below and then have a conversation with another student you haven't talked to (much) yet. Greet each other in German and ask each other as many questions as possible. Answer your partner's questions, too, of course! See how many you can get through in the time your instructor allows.

Wie heißt du?  
 Wie schreibt man das?  
 Woher kommst du?  
 Wo wohnst du?  
 Wie ist deine Adresse?  
 Was studierst du?  
 Welche Kurse hast du?  
 Welche Kurse findest du interessant?  
 Welche Kurse findest du langweilig?  
 Wie alt bist du?  
 Wie ist deine Telefonnummer?  
 Was ist dein Lieblingsrestaurant?  
 Was ist dein Lieblingsfilm?  
 Was ist dein Lieblingskurs?



Naschmarkt, Wien, AT

Ist Deutsch leicht oder schwer?  
 Wie ist das Wetter heute?  
 Wie ist das Wetter zu Hause?  
 Was ist deine Lieblingsjahreszeit?

**L. (Tip):** Rather than displaying the qns, give sts the task of having a real conversation without the scaffolding of specific qns. They will need to use other skills (making connection, showing interest, asking follow-up questions) that they will need in actual German conversations. The scaffolding happens in the review time; try not to make this another 'Read and answer the question' activity, but have the task of making a real conversation (including greeting and conversation closing if you like).

**M. (Tip):** Remind sts to use the writing model and the vocabulary list in the pink boxes. At this point in the game, you might wish to encourage sts to switch up the word order of their sentences, as shown in the model.

**(FYI):** Remind sts that working with models is not cheating. Models help sts chunk and use meaningful pieces of language to communicate about specific topics. As sts work with the models, they should naturally learn to adapt and expand those models to be more creative with the language.

## M. Das Wetter zu Hause



Describe the weather in your hometown. Use the vocab hints to make your writing more interesting.

Ich komme aus Pittsburgh. Im Winter ist es dort sehr kalt. Es schneit oft. Es ist nicht windig. Im Sommer ist es ziemlich heiß. Die Sonne scheint nicht oft. Es regnet manchmal.

|              |                      |
|--------------|----------------------|
| im Winter    | <i>in the winter</i> |
| im Sommer    | <i>in the summer</i> |
| viel         | <i>a lot</i>         |
| ein bisschen | <i>a little</i>      |
| ziemlich     | <i>fairly</i>        |
| oft          | <i>often</i>         |
| manchmal     | <i>sometimes</i>     |
| sehr         | <i>very</i>          |



Giswil, CH

Organization.

**(Grading rubrics):** Because there are many writing assignments, we advise instructors to limit specific feedback on student writing to the bare minimum. Create rubrics that help sts know what they need to focus on. For instance, the writing task above could have three key rubrics: completeness of response, appropriateness of subject vocabulary and correct present tense verb endings. Other ideas to highlight are use of previous models (i.e., sts SHOULD use them!), creativity in adapting chunks of language to create their own meaning, awareness of the structural issues being studied and ability to communicate well and clearly. If specific structural, lexical or content issues are apparent in several essays, address these concerns in class with all students rather than spending time responding to each student. This will save you time and energy!

# 2.1 Familie

Culture: Family and relatives  
Vocabulary: Describing people  
Grammar: Stem-changing verbs / *gern* + verb

A. (Warm-up): Offer sts a sample of Bach's music. YouTube offers a great variety of his pieces. Look up Glenn Gould, who is still considered a masterfully skilled interpreter of Bach's music, or Yo-Yo Ma. You might wish to consider Bach's Cello Suite No. 1 or any part of the Brandenburg Concerto.

B. (FYI): Use this ex. to practice spelling and numbers/dates.

(Ext.): Ask sts: *Welchen Namen finden Sie schön? Wie viele „Johanns“ sehen Sie?*

C. (FYI): Much like ex. B, this ex. is another good opportunity to review numbers and dates.

(FYI): Bach's first wife was in fact a blood relative with the last name Bach. His second wife was a musician, and some experts credit her with helping Bach immensely with the production of his music.

D. (Possible ans): 1. *Bach hatte 20 Kinder.* 2. *10 bzw. 11 Kinder sind als Kind gestorben.* 3. *Wilhelm Friedemann, Johann Christoph, Johann Gottfried Bernhard and Leopold Augustus sind die Brüder von Carl Philipp Emanuel.* 4. *Regina Susanna hat fünf Halbbrüder.*

## A. Die Familie Bach



Below is a list of Johann Sebastian Bach's children. With a partner, put your knowledge of German pronunciation to the test and read the names aloud. You may beg your instructor for help if things get too difficult. Some of these names now sound old-fashioned, but many are still in use today.

J.S. Bach und Maria Barbara Bach

1708-1774

Catharina Dorothea

1710-1784

Wilhelm Friedemann

1713-1713

Johann Christoph & Maria Sophia

1714-1788

Carl Philipp Emanuel

1715-1739

Johann Gottfried Bernhard

1718-1719

Leopold Augustus

J.S. Bach und Anna Magdalena Wilcken (cont.)

1725-1728

Christian Gottlieb

1726-1781

Elisabeth Julianna Friederica

1727-1727

Ernestus Andreas

1728-1733

Regina Johanna

1730-1730

Christiana Benedicta Louise

1731-1732

Christiana Dorothea

1732-1795

Johann Christoph Friedrich

1733-1733

Johann August Abraham

1735-1782

Johann Christian

1737-1781

Johanna Carolina

1742-1809

Regina Susanna

J.S. Bach und Anna Magdalena Wilcken

1723-1726

Christiana Sophia Henrietta

1724-1763

Gottfried Heinrich

## B. Daten



Practice saying the dates in the list above. The first part of each year is read *siebzehnhundert*. The second part you already know. For example, 1774 is pronounced:

**siebzehnhundertvierundsiebzig**

## C. Wann sind sie geboren?



Fragen:

With a partner, alternate asking and answering when one of Bach's children was born or died.

Wann ist NAME geboren?

Wann ist NAME gestorben?

Wann ist Ernestus Andreas geboren?

Siebzehnhundert... siebenundzwanzig.

## D. Wie, wer, welche?

Answer the following questions about Bach's family.

1. Wie viele Kinder hat Bach?

2. Wie viele Kinder sind als Kind gestorben?

3. Wer sind die Brüder von C.P.E. Bach?

4. Wie viele Halbbrüder hat Regina Susanna?

1 *died as children*



Organization.

(Moving around): Research has shown that many learners do better when they can move around while they are learning. This can, of course, conflict with expectations of sitting and enduring class, but learning comes first, so don't be afraid to require that students get up and move around. Building in some sort of physical response to your lesson plans will give variety and stimulate learning with the increased blood flow and task variety.



**E. Was machst du?**

Look at the sentences below and check the box corresponding to who is performing the action. Then write the English meaning.

- |    | ich                      | er                       | wir                      |                              |
|----|--------------------------|--------------------------|--------------------------|------------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | kommen aus Hamburg.          |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | studiere Geschichte.         |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | hat Deutsch und Mathe.       |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | sind verheiratet.            |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ist 19 Jahre alt.            |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | heiße Jessica.               |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | wohne in der Bismarckstraße. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | findet Politik interessant.  |

English meaning

E. (Answers): 1. *wir* 2. *ich* 3. *er* 4. *wir* 5. *er* 6. *ich* 7. *ich* 8. *er*.

**FYI):** On occasion *AG!* contains focus on form activities that mainly raise awareness. This activity focuses on the importance of subject pronouns and verb conjugation to give information about the sentence. Beginning learners generally use lexis and context as the main tools for interpretation of texts, and eye-tracking studies show that beginning and intermediate learners don't even notice or see morphological endings, hence the need to direct their attention on occasion.

**F. (Tip):** While sts are completing this ex. in small groups, sketch this family tree on the overhead/blackboard, leaving a few names blank. Then, when sts are done, ask for the missing names, e.g., *Wer ist die Schwester von Ute?* *Wie heißt Ottos Frau?*

**F. Carstens Stammbaum**

Read through the short text about Carsten's family and then sketch his family tree below.

Ich habe eine sehr große Familie. Mein Großvater väterlicherseits<sup>1</sup> heißt Karl. Er ist 2003 gestorben. Meine Großmutter väterlicherseits heißt Anna. Mein Großvater mütterlicherseits<sup>2</sup> heißt Otto. Meine Großmutter mütterlicherseits heißt Hilde. Mein Vater heißt Gerhard und meine Mutter heißt Kristine. Ich habe zwei Brüder. Sie heißen Maik und Martin. Ich habe auch zwei Schwestern, Ute und Diana. Mein Vater hat zwei Schwestern, Birgit und Renate. Tante<sup>3</sup> Renate ist meine Lieblingstante. Meine Mutter hat einen Bruder, Ralf.

- 1 on my father's side  
2 on my mother's side  
3 aunt



Organization.

**(Family as a topic):** There are many words and terms to introduce about family in German, and sts will have their hands full learning them, both receptively and productively. Instructors should remember that family life can be complicated and sometimes quite sensitive for individual students. Recent family losses/tragedies, unhappy family relationships, etc. can make it a less-than-happy topic for some. On the other hand, it is a particularly important topic in the context of language learners, and it can help your students learn more about each other and bond more. Be sensitive to affirm all the different family constellations your students have and provide additional vocabulary support if they need terms not found in the *Auf geht's!* vocabulary list (which is already quite long for this unit).

G. (Ext.): Have sts in SMGR write 6 sentences altogether comparing Carstens family from ex. F to the families of the sts in their group. This is a chance for sts to present part of the info they prepared for ex. F to each other and then rework that info to present to a new group. The additional reworking task motivates sts to listen to each other's presentations.

(Tip): Grammar note - integrate the use of *sein/ ihr* as part of working with Bach's and Carsten's families. Encourage or highlight the use of *mein, Ihr* (between yourself & sts) and *dein* (sts speaking to one another) in class. It is not necessary to introduce the rest of the possessive articles here.

H. (Ext.): Have sts explain their family tree to a SMGR, which has to draw the tree from listening, then compare.

### G. Mein Stammbaum



Draw your family tree, including at least three generations and eight names. You may also use family tree software if you like (and print it out for class). Then, on a separate sheet of paper, prepare a list of questions about your *Stammbaum* that you will pose to other students in class.

Wie heißen meine Eltern?  
Wie heißt meine Großmutter mütterlicherseits?  
Wie viele Brüder habe ich?  
Wie heißen meine Kusinen?  
Wie viele Cousins habe ich väterlicherseits?  
Habe ich eine Stiefmutter?

### H. Info-Austausch



Working in groups of three, show your family tree and then ask your partners the questions you prepared in 2.1G. Answer each other in good German!



Hildesheim

Wie heißen meine Eltern?  
Sie heißen Richard und Susanne.  
  
Wie viele Brüder habe ich?  
Du hast zwei Brüder.

### Organization.

(Separate paper assignments): Writing assignments done on a separate sheet of paper instead of in the LB allow sts to draft and redraft their assignments more easily. Normally, extensive student writing is problematic at the novice and even intermediate level because sts are struggling mainly with lexis and the essential elements of morphology, let alone fundamental elements of textual discourse. However, because *Auf geht's!* relies on models for student writing, sts are able to produce a great amount of writing that is actually comprehensible (!), and writing can indeed be a locus of student learning even at the novice level when properly scaffolded. When assessing student writing at this level, we recommend that you do not unduly focus on accuracy at all levels. This is an environment for student experimentation and practice of lexis and structures you are focusing on. Sts will profit from the ability to express themselves in writing (with a great deal of help) as a way of reinforcing what they are learning in their coursework.



## I. Aussprache

Practice saying these words/phrases aloud with a partner.



|          |            |             |
|----------|------------|-------------|
| wohnen   | zwanzig    | Österreich  |
| zwei     | Soziologie | kühl        |
| ich auch | Schüler    | groß        |
| Adresse  | schön      | Universität |
| Deutsch  | schwer     | Psychologie |

I. (Warm up): Have sts practice related words chorally before working with a partner. Consider asking sts how they hear the different sounds and what their own strategies are to improve their own pronunciation. Remind them that accuracy in pronunciation improves the ability of German speakers to understand them more than grammatical accuracy.

## J. Meine Verwandten

In groups of three, fill in the first column below with your extended family's information, sub-dividing by *mütterlicherseits* and *väterlicherseits*. Then find out from your two classmates the size of their extended families.



|            | Ich |   | Mitarbeiter #1 |   | Mitarbeiter #2 |   |
|------------|-----|---|----------------|---|----------------|---|
|            | m   | v | m              | v | m              | v |
| Onkel      |     |   |                |   |                |   |
| Tanten     |     |   |                |   |                |   |
| Großväter  |     |   |                |   |                |   |
| Großmütter |     |   |                |   |                |   |
| Cousins    |     |   |                |   |                |   |
| Kusinen    |     |   |                |   |                |   |
| Neffen     |     |   |                |   |                |   |
| Nichten    |     |   |                |   |                |   |

Wie viele Onkel hast du?

Ich habe drei Onkel: zwei mütterlicherseits und einen väterlicherseits.

J. (Vocab): Practice use of *mütterlicherseits* and *väterlicherseits*, placing them after the relative (i.e., *meine Tante mütterlicherseits*). These are the equivalent to 'on my mother's side' and 'on my father's side' in English.

(Photo): Speed writing. Have sts write everything they can about the people in the photo, describing them as a family in two minutes. Have a few sts share in plenum or have them turn to a neighbor and share their writing for 1 minute.

## K. Vergleichen

In the same groups as 2.1J, help each other write two sentences comparing the size and makeup of your families.



Organization.

(Reading aloud): Consider giving students opportunities to read texts aloud to each other (e.g., with a partner) as a form of practice. This lets them focus on word forms and continue their struggle to connect sound, spelling and meaning together. It can also be a quick check to see where their pronunciation is. However, because decoding written forms requires a great deal of mental effort, pronunciation is often not very good. It is a good indication of how familiar the words are, since the more "automatic" they are for students, the more quickly they will be read.

Naturally students do not have to read the entire text aloud – even 30 to 45 seconds can provide a quick change of pace with some learning value.

L (Warm-up): Introduce yourself in the same manner as the speakers in activity L.

(Tip): Have sts observe how the speakers begin their comments (usually with *also* or *ja*). Encourage them to copy this behavior when they speak in small groups or with partners.

(Answers): 1. Nina 2. Fanny 3. Felix 4. Nina 5. Silia 6. Silia.

(FYI): English language questions are used to scaffold more difficult texts and to allow sts to think about more complicated tasks than their limited German will allow them to understand. In class, you can elicit answers in German, giving the item number and recasting it in German. Since the answers are names, sts can of course remain in German when describing their work, even though the questions are given in English.

M. (Tip): Have sts point out the exact sections in the text they are using to get their chunks or models. It can take weeks of practice to accustom them to this method of working with language (rather than straight word-for-word translation).

Organization.

(Raising awareness): One goal to pursue with texts such as 2.1L is instilling the lifelong habit of appropriate language for one's own production. You can assist sts in this by doing "How would you say" activities. This is modeled in activity M, but if you personalize it and have them create sentences spontaneously (i.e., not out of a textbook) sts begin to learn that it's a useful skill and not just mindlessly doing homework. This approach is far superior to simply guessing because sts have a real model they can use to base their sentences on. Practicing such tasks each time they do reading will do wonders at training sts to look to language samples instead of dictionaries for their phrase and sentence production, giving better results in terms of accuracy and authenticity of language.

### L. Die Familie

Read through these descriptions of families and answer the questions that follow. Place the number of each question next to the place where you find the answer in the text.

**Nina (Wuppertal, DE):** Ja, mein Name ist Nina. Meine Mutter heißt Martina, sie ist jetzt 53 oder so. Mein Vater heißt Joachim Emil, ist auch so um die 50 und er lebt jetzt mit seiner neuen Lebensgefährtin<sup>1</sup> in Köln. Ich habe zwei Schwestern. Ich bin die mittlere Schwester, bin auch schon Tante. Meine ältere Schwester hat zwei Mädchen. Sie sind mittlerweile schon 13 und 11. Ich habe auch eine jüngere Schwester, sie studiert auch gerade.

**Fanny (Berlin, DE):** Mein Name ist Fanny, ich bin 25 Jahre alt, ich komme aus Berlin, ich bin in Berlin geboren. Ich habe keine Geschwister. Meine Eltern, ja, meine Mutter ist Lehrerin<sup>2</sup>, Deutsch und Englisch, und mein Vater arbeitet an der Humboldt-Uni, ist Professor am Institut für Amerikanistik. Ich habe nur eine kleine Familie.

**Felix (Berlin, DE):** Also meine Eltern heißen Michael und Gisela. Sie wohnen in Berlin. Ich habe einen älteren Bruder Florian. Er ist 35 Jahre alt, wohnt auch in Berlin und arbeitet im Altenheim<sup>3</sup>. Und ja, wir sehen uns<sup>4</sup> nicht so oft.

- 1 domestic partner
- 2 teacher
- 3 (restaurant name)
- 4 see each other

1. Whose parents are no longer together?

2. Who is an only child?

3. Who is the youngest sibling?

**Silia (Tübingen, DE):** Ja, ich heiße Silia. Ich bin 31 Jahre alt und arbeite an meiner Dissertation. Ich bin auch Mama seit Juni. Ich komme ursprünglich aus Tübingen. Meine Mutter ist Deutsche und mein Vater Amerikaner. Ich habe zwei jüngere Schwestern und einen älteren Bruder. Mein Bruder wohnt in Berlin. Eine meiner Schwestern wohnt in Hamburg und macht dort ihr Medizin-Studium. Und die andere Schwester wohnt in den USA, in Colorado Springs. Mein Bruder ist 34 und meine Schwester ist jetzt 29 und die jüngste ist 27.



4. Who has nieces?

5. Who has the most siblings?

6. Who is currently studying at a university?

### M. Wie sagt man das?

Look through the texts in 2.1L again and use the technique of "creative copying" in order to figure out how one would say the following in German.

1. I have two younger brothers.
2. I am originally from San Francisco.
3. My sister lives in San Antonio.
4. I was born in Los Angeles.
5. I'm an uncle now.

**N. Was man gern lernt**

For each prompt, write a sentence about yourself or someone you know who likes to do the activity listed using (verb) + *gern*.

Französisch lernen:

Meine Mutter lernt gern Französisch.

Chemie

Physik

Biologie

Englisch

Deutsch

Psychologie

Geschichte

Japanisch

P. (Warm-up): Prime sts the day before this ex. Ask: *Welche Fernsehserien (TV shows) sehen Sie gern im Fernsehen? Wie heißen die Hauptfiguren? Wie alt ist er/sie? Wie groß? Wie schwer?*

(HW): Remind sts: descriptions should progress from general to specific. Note: ex. P is a springboard for the SMGR game in Q. In-class - bring your own descriptions, and reveal sentence by sentence.

Q. (Tip): Have sts work in SMGR of four. Sts should read their 1 or 2 best descriptions. If a few sts have not completed the HW, have them work together in a group and write descriptions to be read to the entire class.

(Ext.): Create 6 extra descriptions of people from movies/books. Copy them and give a set to each group to work on when they are done with their own. These descriptions could be given to the sts who did not prepare.

**O. Wie alt sind sie?**

Practice numbers by going up to fellow students and asking about the age of their family members.



Wie alt ist dein Vater?

Hast du Geschwister? Wie alt sind sie?

Wie alt ist deine Mutter?

Wie alt ist dein Hund / deine Katze ?

**P. Wer ist das?**

Prepare a description of three famous characters from television shows. Complete this on a separate sheet of paper and bring it to class.



Start by giving basic family information, then describe the family members or friends and associates (no names, just descriptions!) and finally some information on the character. Your description should be about 10 sentences long. Be sure to stick with vocabulary you think everyone will understand! The idea is to start general and then get progressively more specific.



Diese Figur hat einen Bruder, eine Schwester, eine Mutter und einen Vater.  
Die Mutter ist sehr nett.  
Der Vater ist sehr laut und faul.  
Die Schwester ist ein Baby.  
Der Bruder ist sehr laut.  
Die Mutter hat blaues Haar.  
Der Vater isst viele Donuts.  
Der Bruder fährt gern Skateboard.  
Die Familie wohnt in Springfield.

[Answer: Lisa Simpson]

**Q. Ratespiel**

Now use the three descriptions you prepared in 2.1P in a guessing game. With several partners, take turns reading your descriptions, sentence by sentence. The partners should try to guess your characters.



Organization.

(Sts who do not do HW): In *Auf geht's!*, homework is often the springboard for in-class tasks. This provides some inherent motivation, but what do you do when sts do not complete their HW? Make the consequences clear at the beginning. Tell sts how their grade for that assignment or that day will be affected. Remind them that they will be hurting everyone in their work group and how they hurt their own progress in German as well.

(Taking stock): Have you given sts ample opportunity to hear and use key vocabulary for this unit? Have sts completed and received feedback from you on key skill-building tasks? Have sts investigated how the language works and also explored stereotypes, cultural differences in greetings, and metric weights, heights and temperatures? Reassess your milestones to keep yourself on track. And make sure to look at the Cultural Topics PDF for each unit (found in each unit's main screen in the IA), which lists skills and knowledge sts should be acquiring. Hold sts accountable for these items via exams, projects, presentations, etc.

## 2.2 Persönlichkeit

Culture: Friendship  
Vocabulary: Describing personality  
Grammar: Articles & possessive adjectives

A. (FYI): These words and common responses are practiced in the software, but there are a lot of them. Make sure to work with these in class as well.

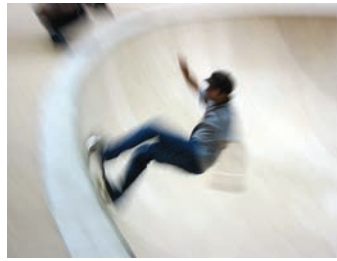
(Warm-up): Print each adjective on a small card. In SMGR, have a st pick 1 card from the draw pile and read the adjective. The other sts must name at least one German opposite. Make this a game, and reward the group that can get through their pile of cards first.

B. (HW): This is also vocabulary practice for ex. C & D on pg 37.

(Tip): The prompts for this activity are real people. The three-fold 'mantra' for activity creation in *Auf gehts!* is 1) intercultural, 2) interpersonal, and 3) entertaining. These three factors make learning more permanent and relevant. As you create your own follow up activities for vocabulary, try to make them meaningful in sts' actual lives (i.e. talking about real people and real things).

### A. Gegensätze

For each adjective, write a German word that is the opposite or contrasts with it.



groß

arm

laut

unkreativ

sympatisch

unzuverlässig

humorvoll

interessant

unmusikalisch

pessimistisch

fleißig

traurig

ehrlich

sportlich

schüchtern

### B. Beschreibungen

Write three adjectives (using the ones from 2.2A, your vocabulary lists or other German words you know) to describe the people listed.

drei Adjektive

Mein Vater ist...

Meine Mutter ist...

Mein Bruder ist...

Meine Schwester ist...

Mein(e) beste(r) Freund(in) ist...

Mein(e) Dozent(in) ist...

Mein(e) Mitbewohner(in)<sup>1</sup> ist...

Ich bin...

<sup>1</sup> roommate

Organization.

(Interpersonal): The goal of *Auf gehts!* is not primarily to equip students for tourism (providing key phrases for ordering food and services, navigating public transportation, etc.) but rather to prepare them to initiate and build interpersonal relationships. Naturally, getting around in countries where the target language is spoken is desirable, but the vast majority of our students will never get there (statistically speaking), but their chance of meeting German speakers in North America is decent. For this reason, we strive to make as many tasks as possible INTERPERSONAL. Sts get to know each other in class, and they practice the language and culture skills they need to get to know German speakers, as well, even while they are novice or intermediate level speakers.



**C. Was ist ideal?** Pick the three best adjectives for the ideal people below.

Der ideale Vater ist...

Die ideale Mutter ist...

Der ideale Bruder ist...

Die ideale Freundin ist...

Der ideale Mitbewohner ist...

Mein ideales Ich ist...

C. (HW): Assign as HW and use as a springboard/warm-up for ex. D in class.

D. (FYI): a) Go over the pronunciation of *ideal* with sts.

b) Because these are preference or value questions, expect interesting discoveries about sts.

(Tip): a) Discuss in SMGR and as a class. Decide what portion of this task your sts can do in German. Write key phrases on the board to use during the activity, e.g., *Der ideale Vater? Was meinen Sie? / Was haben Sie?*

b) Have each SMGR write descriptions for the ideal *Vater*, *Schwester* and *Mitbewohner* together.

c) Then, each group presents their descriptions.

(Ext.): Have sts report on what they learned on the IA about *Freund*/friend. Compare German/American characteristics of a best friend.

E. (Tip): Use as an ext. for ex. D. Consider having sts share in SMGR without looking at their papers for more speaking practice. Allow enough time. Write some responses on the board, e.g., *Wirklich? Interessant!*

**D. Info-Austausch** In small groups, compare your answers from 2.2C above.



Christin: Die ideale Freundin. Wie ist sie?  
Eric: Die ideale Freundin ist treu, ehrlich und sportlich.  
Christin: Meine ideale Freundin ist auch treu und ehrlich. Aber sie ist auch reich!



**E. Vergleiche** Compare three real people from 2.2B to your ideals in 2.2C.

|                        |                          |
|------------------------|--------------------------|
| und                    | <i>and</i>               |
| aber                   | <i>but</i>               |
| auch                   | <i>also</i>              |
| Sie sind sich ähnlich. | <i>They are similar.</i> |
| Sie sind beide...      | <i>They are both...</i>  |

Mein Vater und der ideale Vater sind sich ähnlich. Sie sind beide humorvoll und sympathisch. Der ideale Vater ist auch reich, aber mein Vater ist nicht reich.

Der ideale Mitbewohner ist ruhig, sympathisch und humorvoll, aber mein Mitbewohner ist laut, konservativ und langweilig.

1.

2.

3.

**Organization.**

(IA text boxes): At several points in the IA, sts are asked to type in summaries, impressions and reactions. These are saved and appear on their printouts for each unit. These text boxes can also be used in class as prompts for discussion, e.g., for IA 2.2.2 F, which person would sts prefer as a boss? For IA 2.2.4 G, ask about German/American views of friendship. Consider printing out the unit printouts for yourself so you're cued to which IA text boxes might make good in class discussion qns or prompts.

(Beyond the vocab list): Consider polling sts for other activities they do that are not reflected in the vocabulary items presented in *Auf geht's!*. While we do not want to overwhelm students with too many words, personal interests are a great topic to help the class get to know each other and to find common ground. In addition, it can be fun to learn terms for less common activities that reflect sts' actual interests and see how they compare to English.

F. (Warm-up): Bring a list of groups/nationalities to elicit stereotypes. Underscore that these are stereotypes, not truths applicable to all persons of the group. Ignoring a stereotype does not end its existence, and acknowledging a stereotype does not endorse it. This can be challenging for younger sts who can have often not yet developed a nuanced understanding of the world.

(FYI): We discuss stereotypes not to reinforce them but to increase awareness of our stereotypes of others and others' stereotypes of us. If Americans think Germans are orderly, what might Germans think of Americans? Once we are aware of our stereotypes, we can begin to discuss them more openly and perhaps deconstruct them as well.

G. (FYI): This ex. helps sts understand that few people think of themselves as completely stereotypical. Help them transfer this insight to Germans/Austrians/Swiss and understand the difference between average and stereotypical.

### F. Stereotype

Stereotypes can be destructive, but if handled correctly they can also give us insights into differences and attitudes towards differences. Let's explore some of our stereotypes. We are not assuming that we actually BELIEVE them to be true or to apply to everyone. We are looking at stereotypes as objects of cultural investigation. Complete these sentences using appropriate vocabulary. Remember to focus on the positive.

1. Die typische Amerikanerin ist ...

2. Der typische Deutsche ist ...

3. Der typische Italiener ist ...

4. Die typische Studentin an meiner Uni / an meinem College ist ...

5. Deutsche und Amerikaner sind beide...

6. Deutsche sind... , aber Amerikaner sind...

### G. Bin ich ein Klischee?

Compare yourself to your stereotype of someone from your country using three adjectives for each description.



Die typische Kanadierin ist fleißig, ehrlich und schüchtern. Ich bin auch fleißig und ehrlich, aber auch selbstbewusst und aufgeschlossen.

*Use your dictionary if you don't know the German word for a person from your home country.*

### Organization.

(The blackboard): Old technology is still useful. Consider using the blackboard (or whiteboard, as the case may be). Have one corner always list the goals, topics or key vocab for the day. Designate a spot for phrases to negotiate the current activity. Plan how to maximize the board space for the class discussions, such as for ex. F. Make columns for qns 1, 2 & 4. Sts must each write 1 sentence on the board. As the collection builds, what is the overall impression? The board and collective document then become a new text for discussion.

(Timing and execution of SMGR): Set up workgroups and tasks as clearly as possible. Give a goal or time limit; e.g., read at least 6 descriptions or as many as possible in 5 minutes. Have an ext. activity for the fastest sts. Circulate this to encourage sts to stay on-task, offer help and answer qns. Design a well motivated and satisfying check of some sort. Offer a 'carrot' – a joke, anecdote, your own contribution, image or fun related trivia. Put the 'hook' out at the start and offer the answer at the end.

**H. Beschreibungen**

Write a description in German of three people who fulfill the criteria below. Your classmates will need to guess who you are describing, so make it challenging but not totally obscure.



*Famous political figure:*

*Famous actor:*

*Famous singer:*

|                         |                           |
|-------------------------|---------------------------|
| Er kommt aus ...        | <i>He's from...</i>       |
| Sie ist für... bekannt. | <i>She's known for...</i> |
| Ihr Mann ist...         | <i>Her husband is...</i>  |
| Sein Sohn ist...        | <i>His son is...</i>      |
| Ihre Tochter ist...     | <i>Her daughter is...</i> |
| Politiker/in            | <i>politician</i>         |
| Schauspieler/in         | <i>actor</i>              |
| Sänger/in               | <i>singer</i>             |

H. (Tip): For a larger writing activity, have sts do this on a separate sheet of paper. Correct it or have partners work together to correct and edit before having sts do the game in ex. I. If you do corrections, make sure to focus only on salient structures/words for this *Thema*.

I. (Practice): Make this a SMGR activity. Have sts use the phrases in the blue box for negotiating this task. Stipulate that every student must use at least two of these phrases during the activity.

(Ext.): Bring in your own descriptions as well. Copies of these descriptions should be made in advance and made available to the fast groups to do when they are done.

**I. Ratespiel**

Read your descriptions to your partner(s). They have to guess who is being described.



|                        |                        |
|------------------------|------------------------|
| Wer ist das?           | <i>Who is it?</i>      |
| Ich glaube, das ist... | <i>I think it's...</i> |
| Nochmal!               | <i>Try again!</i>      |
| Richtig!               | <i>Right!</i>          |
| Falsch!                | <i>Wrong!</i>          |



Organization.

(Recycling): While topics and structures are consistently and intentionally recycled in *Auf geht's!*, one important role of class time is frequent review and recycling of previous material, vocabulary and structures. Successful learning takes many repetitions for most learners, and we cannot afford to adopt a methodology that 'covers' (i.e., merely introduces) certain material and then moves on, expecting that students have learned it and will successfully use or recall it effortlessly. Experienced teachers already know that this rarely happens, and making deliberate and focused references to material recently presented will help students retain what they have encountered. Frequent review activities, even brief ones, are rarely a waste of time.

## J. J.S. Bach

Here is a short text about Johann Sebastian Bach that you can read with minimal help. Read the text and answer the questions in English.

J. (Pre-Reading): This is sts' first informational reading text of *Auf geht's!*. Underscore the reading tips in the blue box. Most sts benefit from reading a new language aloud or reading along as it is read aloud. Consider how to build this practice into your course.

FYI: a) J.S. Bach played the organ.

b) The statue of Bach (photo) is located outside the *Thomaskirche* in Leipzig where Bach was employed.

(Tip) Reading aloud can be a useful activity, though it is not generally helpful for st comprehension of the text. It can slow them down so that they don't scan too quickly, but generally they are using too much mental capacity decoding the letters and trying to pronounce them properly. While it is of questionable value for text comprehension and perhaps also for pronunciation (because reading aloud is not the same cognitive task as speaking freely), sts often enjoy it and it can serve as a first introduction to a text.



Leipzig

Johann Sebastian Bach (1685-1750) ist als großer Komponist bekannt<sup>1</sup>. Er ist eine Hauptfigur<sup>2</sup> des Barocks. Sein Oratorium *Johannes-Passion* und sein *Weihnachtsoratorium* sind berühmt<sup>3</sup>, aber viele Menschen, die Klavier<sup>4</sup> spielen, kennen auch seine Inventionen und Sinfonien.

Er war fleißig, kreativ und musikalisch (natürlich!). Bachs Vater, Großvater und Urgroßvater waren auch musikalisch. Die ganze Familie war in Erfurt und Eisenach als Musiker bekannt. Seine erste<sup>5</sup> Frau war Maria Barbara Bach. Seine zweite Frau war Anna Magdalena Wilcken. Sie war Sängerin<sup>6</sup>. Anna war treu und zuverlässig. Die Familie war nicht reich, aber sie war kinderreich. Mit Maria hatte Bach sieben Kinder und mit Anna dreizehn Kinder.

Drei von Bachs Söhnen sind bekannt. Carl Phillip Emanuel Bach (1714-1788) war Musiker für Friedrich den Großen. Johann Christoph Friedrich Bach (1732-1795) war Musiker in Bückeburg. Und Johann Christian Bach (1735-1782) war Organist in Mailand<sup>7</sup> (Italien). Später war er Musiker für die Königin Englands. In England war er auch Klavierlehrer für Wolfgang Amadeus Mozart.

- 1 well known
- 2 main figure
- 3 famous
- 4 piano
- 5 first
- 6 singer
- 7 Milan

1. **Learn the art of good guessing.** Don't look up every word. Make a guess based on the topic, context, and how the word looks. Do you recognize parts of the word? Does the word look similar to an English word that would make sense?

e.g., *Oratorium* is a kind of music Bach wrote. Which?

e.g., *kinderreich* is made of two words: *kinder* and *reich*. If Bach was not *reich* but was *kinderreich*, what could this mean?

e.g., Johann Christian Bach was *Organist*. What could this be?

2. **Remember that all nouns are capitalized in German.** This includes names (*Anna Magdalena*), cities (*Erfurt*, *Eisenach*) and other nouns (*Komponist*, *Klavier*). If you don't know a word in the middle of a sentence, at least you will know if it's a noun or not.



Thomaskirche, Leipzig

## Organization.

(Using music in class): In addition to focusing on specific songs as course texts, use music to help classroom management and offer a different atmosphere. Have music playing as sts walk in. *Wer ist das? Kennen Sie diese Musik? Ist das Jazz? Gitarre? Orgel? Orchester?* Introduce the piece you are featuring that day and offer a YouTube or other link for sts. During SMGR or partner discussion, have the music playing softly in the background. When the time is almost up, increase the volume slightly and then turn the music off for any class discussion or teacher-centered task.

(Comparisons): Throughout the *Auf geht's!* course there are many activities that focus heavily on comparisons. Because making comparisons is such an important aspect of intercultural learning and critical thinking, it is strongly emphasized. Your students may feel that they practice comparing too much, since it is a structural/grammatical feature that will appear many times. If they comment on this, reassure them that they are honing their basic skills and will be able to compare things effortlessly in German by the end of the course.



1. How long and when did Bach live?

2. Bach's era is known as what period?

3. How many generations of the musical Bach family are mentioned?

4. How many children did Bach have in total?

5. Which instrument did Bach play?

6. What was Bach's connection to Mozart?

(Possible ans to ex. J): 1. Bach lived from 1685-1750 in Erfurt und Eisenach. 2. Bach's era is known as Baroque (*Barock*). 3. Five generations of musical Bachs are mentioned. 4. Bach had 20 children. We learned in ex. 2.1A that many of them died at a young age. 5. Bach, the elder, played the piano.; his son Johann Sebastian Bach played the organ. 6. This question refers to Johann Christian Bach. He instructed Mozart.

K. (FYI): a) Bach composed the Brandenburg concertos as a submission to a competition, which he unfortunately lost.

b) This photo was taken in the interior of the *Nikolaikirche* (the "other" main church in Leipzig), where Bach often performed his compositions.

K. (Answers): 1. 50 years. 2. C - Cataract removal. 3. True. The space ship Voyager was launched into space as a postcard from Planet Earth. On the disk, the first audio segment is one of Bach's Brandenburg Concertos. This spaceship has exited our solar system.

#### K. Fakten

Make your best guess. Answers may be revealed in class.

1. Bach composed so much music that to write all of it out by hand would take someone...

- a. 20 years
- b. 30 years
- c. 40 years
- d. 50 years

*Hint: Experts suspect that his second wife helped him write out much of his music, including weekly cantatas he composed for worship services.*

2. Bach had the following surgery without anesthesia (because it didn't exist):

- a. Appendix removal
- b. Hand surgery
- c. Cataract removal
- d. Wisdom teeth extraction

*Hint: Some historians link this surgery to his death in 1750.*

3. Extraterrestrials can listen to Bach's music.

- True
- False



Nikolaikirche, Leipzig

#### Organization.

(Working with images): Nearly every page in *Auf geht's!* has an authentic image shot specifically for this course. They are not usually tied to a specific topic but are generally related to the topic of the *Thema*. The main goal is to give a visual reflection of the target cultures so that students feel more familiar with them. Plus, by using attractive photos, students' perceptions of the target cultures should hopefully become more positive.

Consider creating short review activities that deal with the photos, asking students to describe them, respond to true-false statements about them, make generalizations about them, and/or compare them to their home culture, looking for similarities and differences.

## 2.3 Interessen

Culture: *Hobbys*

Vocabulary: Describing interests & music

Grammar: Plurals

A. (FYI): In this ex., sts will work with stem-changing verbs, esp. *laufen* and *fahren*. Make sure students have the basics down on these verbs.

(Tip): Sts often struggle with the difference between *spielen* and other verbs associated with sports, so you may hear things like *Ich spiele schwimmen*. Take some time in class periodically to practice verbs so that sts learn some patterns automatically and don't overthink things too much.

B. (FYI): Soccer has gained popularity in the US in recent decades. In Germany and in many other countries, it is the most popular sport. The British call this game "football." Use *amerikanischer Football* to refer to American-style football.

(Tip): Work with sts on the pronunciation of *nicht* and *manchmal*, which usually require a lot of practice for beginners.

### A. Sportarten

Write the German word or phrase for each picture.

Golf spielen  
Ski fahren  
Fahrrad fahren  
Football spielen

laufen  
Baseball spielen  
trainieren  
schwimmen

Basketball spielen  
Gewichte heben  
Fußball spielen  
Hockey spielen



### B. Sport treiben

Ask your partner whether she or he participates in the sports listed above in exercise A.



Spielst du Fußball? Ja, ich spiele oft Fußball.  
Läufst du? Nein, ich laufe nicht.  
Schwimmst du? Ja, ich schwimme oft!

|          |           |
|----------|-----------|
| nie      | never     |
| nicht    | not       |
| oft      | often     |
| manchmal | sometimes |



Organization.

(Embedded grammar): *Auf geht's!* includes vocabulary nestled in phrases. Some phrases have grammar that sts have not yet learned. For example, they learned the phrase *in der Stadt* in Unit 2, though they have not yet learned the dative case. This is okay. If the grammar guru asks, explain it briefly, possibly after class when you can address just that particular student. Or say this is part of the German case system, which they'll learn later in the semester. For now, sts must learn these as vocabulary phrases. Later, when they learn the dative case, those phrases will actually sound right to them because they've heard and used them before analyzing their grammar.

**C. Fragen**

Answer these questions using German sports words.

1. Treibst du Sport? Wenn ja, welche Sportart?

3. Welche Sportarten sind nicht olympisch?

2. Welche Sportart treiben viele Amerikaner, aber nicht viele Deutsche?

4. Was ist der Lieblingssport von vielen StudentInnen<sup>1</sup>?

<sup>1</sup> Studenten und Studentinnen

C. (Tip): At some point, make sure to review all the question words the sts can already recognize: *wie, was, wie viel, welcher, , woher, wer, wo, wann*.

D. (Tip): Encourage sts to use the German version of a web site, e.g., [www.google.de](http://www.google.de), for this ex. A number of sts could then present the names of the *Vereine* they've found, and everyone would have to guess what people do in that club.

(Ext.): Find a fairly straightforward website in German, perhaps with familiar content (such as McDonald's, film advertisements, etc.) and go over it briefly with sts to show them how, with context, their basic German and a little imagination, they can actually understand a few things about authentic texts, even at this early stage in their language learning.

**D. Vereine**

Use your favorite internet search engine and look up the word *Verein*. You may well have over 10,000,000 hits! Write in the box below five interesting German *Vereine* that you find.

**E. Mitbewohner gesucht**

Many students in Germany live in *Wohngemeinschaften* (WG), which are shared apartments or floors of a house where each person has a room and everyone shares the kitchen, living spaces, bathroom, etc. You often need to apply to be accepted into a WG as the current residents want to make sure you are compatible.



*Write a personal ad on an index card describing yourself and saying what sort of people you would like to live with. Write your name on the back of the card. Listen to the ads as your instructor reads them, and see if you can guess who wrote each card.*

Ich bin fleißig und oft fröhlich. Ich bin sehr groß und sportlich. Ich bin auch zuverlässig, schüchtern und ruhig. Meine idealen Mitbewohner sind aufgeschlossen, fleißig, und arbeiten viel. Sie finden Sport interessant.



Fritzlar

E. (Focus): The grammatical structures will be simple and redundant because this activity focuses mainly on vocab. One focus on class activities is interpersonal – hopefully the class will get to know each other through such activities. If appropriate, do this in smaller groups (of ~8 sts) rather than the whole class if the descriptions are fairly generic.

### Organization.

(Generalizations): When trying to understand a culture (whether different or one's own), it is normal to make generalizations. These are rarely accurate, but often helpful. In working with your sts, be sure to continually help them to analyze statements made in the interview response texts to test them against sts' own experiences and to think critically about them. These interview responses are NOT authoritative, but that is OK, because native speakers that your students will encounter in their lives are also not authoritative, and one of the goals of *Auf geht's!* is to begin training students to think critically about what others say and assemble these data points into a more sophisticated and nuanced understanding of the target culture(s). The instructor's role here in class is crucial to mediate this kind of intercultural reflection, whether about ideal housemates or any other topic.

F. (Warm-up.): Consider reviewing all the family vocabulary with students before checking the answers here. It is a fairly straightforward vocabulary activity, but it also hones the structure of possessives in German with 'the X of my Y' rather than 'my X's Y' as in English. You may wish to extend this and have them create proper possessives for prompts you give, copying the structures from the text, e.g., The daughter of my uncle is my... Point out endings and have them simply apply the appropriate one. They will learn more about the dative in unit 4.

G. (Tip): This activity practices vocabulary, asking questions and some natural question/answer conversational skills.

(Ext.): Rather than making this a race, have sts continue with new partners, and if their partner gives a positive response, have the asker pose follow-up questions:

*Hast du Neffen? Ja. Wie heißen sie? Or 'Wieviele?' or 'Wie alt sind sie?'*

G. (Tip): This is a great activity to model negotiation of meaning, asking follow-up questions and requests for clarification.

#### F. Wiederholung

Complete the statements below. Make sure your answers are singular or plural as appropriate.

- Der Sohn von meinen Eltern ist mein \_\_\_\_\_ .
- Der Mann von meiner Tochter ist mein \_\_\_\_\_ .
- Der Bruder von meinem Vater ist mein \_\_\_\_\_ .
- Die Mutter von meiner Frau ist meine \_\_\_\_\_ .
- Die Söhne von meinem Bruder sind meine \_\_\_\_\_ .
- Die Eltern von meinen Eltern sind meine \_\_\_\_\_ .
- Die Töchter von meiner Tante sind meine \_\_\_\_\_ .
- Die Frau von meinem Bruder ist meine \_\_\_\_\_ .



#### G. Namen



Write the names of classmates who answer affirmatively to the questions below. You may only ask each classmate one question. Remember to respond in complete sentences. Shout *Halt!* when you finish!

- Hast du Neffen?
- Leben alle deine Großeltern noch?
- Hast du einen Schwager?
- Hast du mehr als zehn Cousins und Kusinen?
- Hast du einen jüngeren Bruder?
- Hast du mehr als drei Tanten?
- Ist dein Mitbewohner oder deine Mitbewohnerin politisch engagiert?
- Hast du einen festen Freund<sup>1</sup> oder eine feste Freundin<sup>2</sup>?

- <sup>1</sup> festen Freund – steady boyfriend  
<sup>2</sup> steady girlfriend

#### H. Die Familie von meinem Deutschprof



Write down three questions to ask your instructor about her or his family. As the instructor responds to the questions, sketch out her or his family tree on a separate sheet of paper.

#### Organization.

(Bringing your own images): It is easy and often extremely useful to bring your own images to class for some activities. Projecting them on screen can be a great way to focus the class. For example, in activities F and G above, students review terms for relatives and share about their own families. This is a personal activity, and, while students can share answers in class, this often won't communicate much if the other students don't know the people mentioned.

To check and extend activity H, bring images of your own family, and as sts ask you questions, you can answer them with images and some simple German descriptions of them. This can make the connection between a book activity and "real life" clearer to your sts.



## I. Hobbys

What does Susanne (Cuxhaven, DE) do in her free time? Circle the pictures below that she mentions.

Ich interessiere mich für Musik. Ich lese sehr viel und sehr gerne. Ich mache ein bisschen Sport, gerade so im Sommer. Ich gehe ganz gerne schwimmen oder Inline skaten. Und was mache ich sonst so? Mich sehr viel mit Freunden treffen<sup>1</sup>, in die Kneipe gehen, ins Kino oder ins Theater gehen.

<sup>1</sup> These phrases have the verb at the end. They are equivalent to saying "meeting a lot with friends."



## J. Was sind deine Hobbys?

Fill in the blanks to begin writing about your hobbies. Look above at Susanne's text to get ideas of what the sentences can look like.

Ich interessiere mich für (noun) \_\_\_\_\_.

Ich (verb) \_\_\_\_\_ sehr viel und sehr gerne.

Ich mache \_\_\_\_\_ Sport. (sehr wenig / ein bisschen / viel)

Und was mache ich sonst noch? \_\_\_\_\_,

\_\_\_\_\_ und \_\_\_\_\_.

## K. Ein guter Freund

Write what you think the three most important characteristics of a good friend are. Then, in groups of four, ask what each classmate thinks and note the answers in the boxes provided.

|              |                |
|--------------|----------------|
| sportlich    | ehrlich        |
| humorvoll    | aufgeschlossen |
| musikalisch  | selbstbewusst  |
| nachdenklich | konsequent     |
| intelligent  | hilfsbereit    |
| zuverlässig  | reich          |

Wie ist ein guter Freund / eine gute Freundin?  
Ein guter Freund ist ehrlich und hilfsbereit.  
Er ist nicht langweilig.

Ich

Student #1



Berlin

Student #2

Student #3

I. (Ext.): Make a deck of cards with pictures of activities from units 1 & 2. Have sts work in pairs, and give each pair a handful of cards. One st asks: *Was macht...?* The other must answer the question.

J. (Warm-up): Have a few sts stand up and give this mini-report about themselves, or have all sts work in SMGR and give this report.

(Follow-up): Have sts work in SMGRs to create follow-up questions. This is great training for real conversation, where it can be very normal to ask a follow-up question to show interest and facilitate getting to know each other.

J. (Tip): If you have sts from various countries/regions, see if you can find cultural or value differences inside your own classroom. Remind sts that we cannot stereotype Germans as all thinking the same way about a topic as important as friendship, but trends will develop along cultural lines.

(Ext.): Say a term for a person aloud and have sts write the first German word they associate with that person (e.g., *mein bester Freund*, *meine Mutter*) to reinforce vocabulary learning.

Organization.

(Using visual images, like a deck of cards): Many sts are visual learners. Having picture cards for basic topics like sports & hobbies, transportation, foods and clothes will take time to make, but you'll be able to use them for many courses in the future. Keep decks of cards together with rubber bands and put all your decks from the same topic in a labeled bag or large envelope. You can use these decks for variations of "build-a-sentence", memory, Go fish! and other kinds of exercises.

## L. Hobbys

Read the following texts about interests and answer the questions that follow.

L. (Working with texts): Authentic interview texts (such as in this activity) are great sources for focusing on authentic speech. If you have/make time, have sts observe the texts to look for 'filler' words (such as *so, mal, eben, ein bisschen*). You can also have them slow down and focus on guessing words from context that are not glossed. Most sts will simply read over these without processing them. For example, in Nina's text, see if sts can guess what *freizeitmäßig* means, looking at the word itself and the context. Grammar noticing is also very useful. Have sts find words referring to time (*selten, oft*, etc.), verb conjugation, negation, etc. Feel free to give previews of coming attractions, such as V-final word order which is not formally presented until unit 6 but which occurs in nearly every text sts read before then.

**Nina (Wuppertal, DE):** Mein Vater spielt Klavier und Keyboard, und er spielt so freizeitmäßig in einer Jazzband mit seinem Zwillingsbruder<sup>1</sup>. Sein Zwillingsbruder ist Schlagzeuger<sup>2</sup>. Wir spielen manchmal mit ihnen, wenn die ein Sommerfest haben. Meine jüngere Schwester singt nur, und ich singe und spiele Gitarre, und mein Vater singt auch und spielt eben Klavier. Das ist dann immer ganz lustig.

- <sup>1</sup> twin brother  
<sup>2</sup> drummer



**Fanny (Berlin, DE):** Wir gehen gerne, leider<sup>3</sup> sehr selten, aber sehr gerne, ins Konzert oder in die Oper oder ins Theater. Aber wir haben nicht so viel Freizeit zusammen. Aber wenn, dann gerne auch ins Café oder mal natürlich mit Freunden treffen oder mal ins Kino gehen oder abends weggehen. Tanzen gehen, auch sehr selten aber gerne.

**Felix (Berlin, DE):** Also ich mache viel Sport, ich laufe, ich fahre Fahrrad, schwimme, wenn ich Zeit habe, habe früher so 10 Jahre Fußball gespielt, aber jetzt nicht mehr. Ich treffe mich mit Freunden, wenn ich Zeit habe, und spiele ein bisschen Gitarre ab und zu so hobbymäßig.

**Jesko (Berlin, DE):** Schwimmen, schwimmen, schwimmen, Flöte<sup>4</sup>, Fahrrad fahren und Briefmarken sammeln<sup>5</sup>.

- <sup>3</sup> unfortunately  
<sup>4</sup> flute  
<sup>5</sup> stamp collecting

First, underline all sports that are mentioned. Then circle all musical instruments.

Wer musiziert gern?

Wer macht lieber kulturelle Aktivitäten?

Wer treibt gern Sport?

Wer geht nicht oft weg?

Wer schwimmt sehr gern?

Wer spielt Gitarre?

Was machen diese Leute gern? Answer in complete sentences! Watch those verb endings, and don't forget the word gern.

Nina

Fanny

Felix

Jesko

### Organization.

(Writing in class): In-class writing is often very beneficial to novice learners. When writing for homework, some students will simply complete the activity with a minimum of effort. In class, dedicating time specifically to writing encourages sts to write more and better since they do not feel that they are "wasting" their precious free time. Furthermore, since all sts are writing at the same time, it comes across as expected and normal.

In-class writing can be used for short (3-4 minute) periods to prepare sts for oral activities, forming a kind of conceptual scaffolding. When doing this, insist that students not simply read from their paper; have them write on a topic and turn in the writing to you (to look over briefly), put them in small groups and have them share their thoughts on the topic (without the writing in front of them). The time of pre-organizing will bootstrap their language production significantly.

**M. Spielst du gern...?**

Working with a partner, ask each other if you like playing various things.



Here are some things  
you might play.

Spielst du gern Gitarre?  
Spielst du gern Karten?

Ja, ich spiele gern Gitarre.  
Nein, ich spiele nicht gern Karten.

Brettspiele spielen



Tennis spielen



Karten spielen



Videospiele spielen



Baseball spielen



Gitarre spielen



Klavier spielen



Schach spielen



If you use the phrase "Ich... sehr viel...", your verb must match your subject.  
For example: Ich spiele sehr viel Golf.

M. (Tip): Combine activity J on page 45 with M here for a 2-task partner activity.

(Ext.): Was sind seine/ihre Hobbys? Have a list of famous personalities and/or students from the class. Pairs write their guesses about what those people have as hobbies. Then, have each student reveal or decide upon the truth.

N. (Tip): Be sure to give students positive feedback for writing long assignments at such an early point in their language learning. You may wish to address the use of online translation directly to steer students away from that and towards using provided models (see the note below).

**N. Meine Hobbys**

Write an essay of 75 words about your hobbies and interests. Feel free to use your responses from 2.3J as a basis for the essay, as well as Susanne's comments in 2.3I or the interviews from the *Auf geht's!* interactive.



Deutsche Friesenpferdezüchter

Modell 1: Ich interessiere mich für viele Dinge. Meine Familie treibt gern Sport. Wir spielen oft Tennis zusammen. Ich spiele auch oft Karten und Videospiele.

Modell 2: Ich habe viele Interessen. Im Winter lese ich gern. Im Sommer wandere ich oft. Ich interessiere mich auch für Musik.

Ich spiele sehr gern Basketball.  
Ich interessiere mich für...  
Im Sommer treibe ich viel Sport.  
Ich fahre im Winter gern Ski.  
Ich spiele oft Gitarre.  
Ich finde Brettspiele wirklich interessant.  
Ich gehe gern ins Konzert.

### Organization.

(Sticking to what they know): Writing models are provided to scaffold student writing so that they can write something interesting at some length without falling back on using "cheats" such as online translators. Continue to remind students to use the models for their production. You, the instructor, should know where they get most, if not all, of their language structures. If students look at these assignments purely as things to check off their list (i.e., the instructor wants information in German), then the path of least resistance is to compose the assignment in English (or whatever the native language is) and simply translate the text via Google Translate or some other tool. Students need to be reminded that you, the instructor, want to see that they can use the model language and that they have been learning in a meaningful way. This cannot be accomplished with computer translation because the computer does not "know" what patterns or structures students have been practicing and learning. This is most likely a new idea to your students and will need a lot of reinforcement and repetition.

## 2.4 Ich über mich

Culture: Vereine  
Vocabulary: Describing self  
Grammar: Comparative forms

A. (HW): Assign this ex. as HW in preparation for the in-class interview for ex. B.

(Tip): Tell sts how to say more difficult expressions, e.g., *Ich bin im fünften Semester.*

B. (Warm-up): Go over ex. A with sts and let them discuss any problems they had with the assignment before moving on to ex. B.

(FYI): This ex. is designed to reinforce previously learned materials. Ask sts to answer in complete sentences to help them best practice their pronunciation.

(Ext.): In SMGR, have sts compare what they do or do not have in common. Have sts discuss and write 5 sentences. Offer them a model, e.g., *Wir kommen aus Kalifornien. Skye und Kevin sind im dritten Semester. Lauren ist im ersten Semester.*

### A. Fragen stellen

Review your previous work in this book and write the questions needed to elicit the following information. Write down your own answers.

Frage

Age

Home state

Semester of study

Major

Favorite hobby

Favorite sport

Favorite film

Number of siblings

Weather in hometown in the winter

Name Wie heißt du? Ich heiße Matt.

deine Antwort

### B. Interviews

Using the questions in 2.4A above, interview a classmate and note the answers in the boxes provided.



Alter

Heimatstaat

Zahl der Semester

Hauptfach

Lieblingshobby

Lieblingssportart

Lieblingofilm

Anzahl der Geschwister

Wetter in der Heimatstadt im Winter



Organization.

(Intercultural Communicative Competence [ICC]): We're teaching sts how to communicate in ways that show an awareness of other cultures. Explain differences between the sts' learning context, e.g., a North American university setting, and the target culture(s). If sts say, *"Ich bin Freshman"* in class, others will understand. However, if they say, *"Ich bin im ersten Semester an der Uni,"* they're learning how to express this information correctly in a German context. We're training sts to think: What information do I need to include to convey my meaning to my listener? How might German speakers interpret my meaning differently from Americans?

(Asking questions): The ACTFL proficiency guidelines indicate that, all the way through the Intermediate Low proficiency level, speakers are primarily reactive and can't ask a wide range of sophisticated questions. Asking questions is a difficult task at this level. Allow students plenty of time if they need to formulate questions, and consider scaffolding in most contexts.



**C. Was machst du lieber?**

Working in pairs, ask which of two options is preferable, following the example.



Was machst du lieber:  
fernsehen oder Musik hören?  
Ich höre lieber Musik.

segeln / Tennis spielen  
ins Kino gehen / ins Konzert gehen  
schwimmen / laufen  
Computerspiele spielen / Fußball sehen  
lesen / mit Freunden reden  
Brettspiele spielen / Gedichte lesen  
schlafen / auf Partys gehen  
Fahrrad fahren / einkaufen gehen

**C. (Warm-up):** This activity usually requires some practice at the start. Model this yourself by having sts ask you the questions (which is straightforward, all they do is change it to *Was machen Sie lieber, segeln oder Tennis spielen?* and you can respond, emphasizing the *ich*-form of the verb. After answering some questions, ask a question to a few sts in class for them to practice choosing one of the options and then putting it into the present tense. When you are satisfied they are doing the activity successfully, have them work with partners.

**D. Meine Freunde**

Using the phrases in 2.4C above, write five sentences *auf Deutsch* about the following people. Make sure you conjugate the verb according to the subject!

Ich ...

Mein Freund/meine  
Freundin...

Meine Freunde...

Meine Freunde  
und ich...

Meine Familie...

Blank area for writing sentences.

**D. (Warm-up):** Have a few sts give an answer or two to the class to check basic verb agreement. Then have them read their responses to a partner, who can then restate what they heard. For example: if st A says *Mein Vater spielt Tennis* st B can say *Dein Vater spielt Tennis* to confirm what was said. Practice changing from *mein* to *dein* as a way to check the verb form.

**E. Der vs. ein**

For the following sentences, write in *der, die* or *das* if you need to say 'the' or *ein* or *eine* if you need to say 'a'. The exact form depends on the gender (or number) of the noun, of course.

Mein Vater ist  größte Mann in der Familie. Er ist  sehr ruhiger Mensch.

Meine Mutter ist  emanzipierte Frau. Sie ist  kleinste Person in der Familie.

Diemarden ist  kleines Dorf in der Nähe von Göttingen.  Dorf ist sehr schön.

**E-F. (Tip):** This is practice for possessives. If sts notice adjective endings, you can encourage them that they will be practicing this very soon in the course and to be patient.

**F. Sein, ihr oder Ihr?**

The possessives *sein* (his, its), *ihr* (her, their) and *Ihr* (your, polite) usually need practice. Fill in the blanks with the correct form, and remember that you might need an -e ending!

Paul ist groß, aber  Schwester ist größer.

Violas Vater fährt schnell, aber  Mutter fährt noch schneller.

Herr Meyer, wie heißt  Lieblingsrestaurant?

Mein Bruder heißt Christian.  Hobbys sind Lesen und Schwimmen.

**Organization.**

**(Prepping the class):** Because we all teach multi-level courses (at least to some extent), not all sts are equally ready for each task. It is often a good idea to model an activity for a class quickly before they perform it. For instance, activities A & C have students prepare a list of questions (which you may have assigned first for homework or they may be doing it in class). You will want to help students with the first question or two. Remember that the "normal" student's approach to classroom tasks is to do the minimum required. Not expending unnecessary effort is a human survival trait, so it is not necessarily a bad thing. Instructors will want to explain what they expect if they want more interesting/nuanced questions. Have students work with a partner for two minutes to create REALLY interesting questions. Have each group read one of their questions, and have the class respond whether they think it is a really good question or not. Possibly discuss what are good / appropriate questions and what might be different in German-speaking countries.

## G. Meine Eltern

Viola (Göttingen, DE) describes her parents here. Read her descriptions and compare her parents to your parents or to another close relative. Review 2.2E for the structures you might need.

G. (Warm-up): Review basic comparatives as a warm-up. Review possessive articles. Use yourself as example, e.g., *Violas Vater ist stämmig, aber mein Vater ist schlank. Ihr Vater ist kleiner als mein Vater.* Some minutes spent previewing this on the (white)board can help sts tremendously.

(Ext.): Have sts share their answers with a partner or in a SMGR and encourage them to make any necessary corrections based on your introduction.

H. (Tip): Even though sts should be granted creative freedom, their proposals of what to do with Viola's parents have to make sense with regards to the parents' hobbies and interests. If the sts ideas don't match, ask them, e.g., *Denken Sie wirklich, dass Violas Eltern gern in eine Kneipe gehen?*

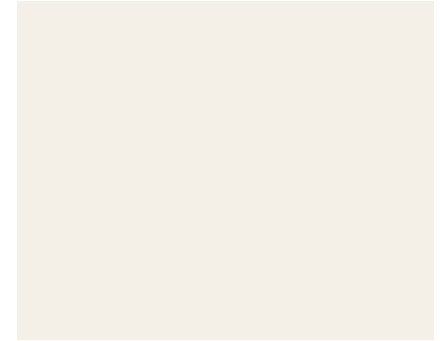
Mein Vater ist der älteste in der Familie. Er ist 56 Jahre alt und sehr schwer. Er ist sehr stämmig<sup>1</sup>, nur 1,78 Meter groß und wiegt aber so um die 100 Kilo. Er ist also übergewichtig, aber trotzdem sportlich. Er ist ein sehr ruhiger Mensch, introvertiert, eigentlich der Wissenschaftler<sup>2</sup>, also sehr nachdenklich. Er arbeitet sehr viel, ist ein Workaholic, aber er ist sehr sensibel<sup>3</sup>, man kann auf alle Fälle mal mit ihm reden<sup>4</sup>.

- 1 stocky
- 2 scientist
- 3 sensitive
- 4 you can talk with him

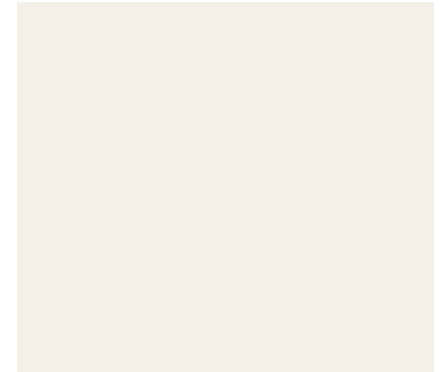
Meine Mutter ist 54 Jahre alt, 1,71 Meter groß, schlank und sportlich. Sie ist so der Gegensatz<sup>5</sup> zu meinem Vater. Das ist ja sehr häufig<sup>6</sup> so. Sie ist dynamisch, aktiv, sehr emotional und der Mann im Hause. Also, sie trifft die Entscheidungen<sup>7</sup> und sie fährt Auto, mein Vater sitzt daneben<sup>8</sup> und fürchtet sich<sup>9</sup>, wenn sie fährt. Meine Mutter ist auch berufstätig<sup>10</sup>, ist also eine emanzipierte Frau.

- 5 opposite
- 6 often
- 7 makes the decisions
- 8 next to (her)
- 9 sich fürchten – to be afraid
- 10 employed

## Comparison

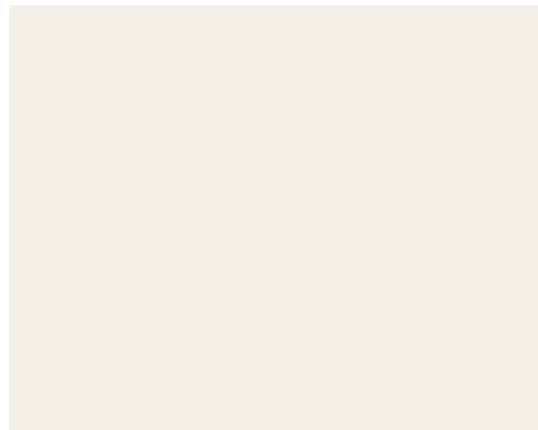


## Comparison



## H. Violas Eltern auf Besuch

Reread Viola's comments about her parents in 2.4G above. Write three things you could do with them if they were to visit you in your hometown, keeping in mind the way Viola describes them.



## Organization.

(Glossing): Research is mixed on the role of glossing in text comprehension. Some find positive results, while others indicate no gain in text comprehension from glossing. With *Auf geht's!*, a number of approaches are taken. The main technique is to gloss what are seen as key words that do not appear in vocabulary lists or are deemed key to text comprehension. The glossing, however, is not so extensive that students will never need to utilize their own dictionary (whether paper or electronic) if they want to know the meaning of every word.

## I. Plurals

Forming plurals is a bit more complicated in German than English.  
For practice, write the plural forms of the words given.

|             |     |  |               |     |  |
|-------------|-----|--|---------------|-----|--|
| die Kusine  | die |  | das Hauptfach | die |  |
| die Tante   | die |  | das Dorf      | die |  |
| die Frau    | die |  | der Vater     | die |  |
| das Kind    | die |  | die Schwester | die |  |
| der Neffe   | die |  | das Kino      | die |  |
| das Spiel   | die |  | die Mutter    | die |  |
| die Kneipe  | die |  | die Party     | die |  |
| das Theater | die |  | der Mann      | die |  |

What different ways of making plurals do you notice from the examples above? Do you see any possible patterns?

## J. Was hörst du gern?



Music is a big part of life. Get together with a fellow student and describe what you listen to and when, *auf Deutsch!* Simply replace the word *lerne* in the example with each verb (or pick your own). Make sure to change the ending!

Was hörst du, wenn du lernst?  
Wenn ich lerne, höre ich gern ...

|                     |                  |
|---------------------|------------------|
| trainieren          | Rock             |
| laufen              | Pop              |
| arbeiten            | Oldies           |
| lesen               | Musicals         |
| Videospiele spielen | klassische Musik |
| relaxen             | Hip Hop          |
| tanzen              | Metal            |
| Auto fahren         | Electro          |
|                     | Alternativ       |
|                     | Country          |
|                     | Weltmusik        |
|                     | Blues            |
|                     | Jazz             |
|                     | Opern            |
|                     | Gospel           |
|                     | Hörbücher        |
|                     | Podcasts         |



Passau

I. (Tip): This activity simply draws sts' attention to plurals in German. You will need to decide on whether sts are responsible to learn the plural form for each verb (there are arguments for and against this practice). German children tend to learn very quickly than if a noun ends in *-e* (usually feminine), the plural is *-en*. They do make a lot of errors with masculine nouns though, so some grace for your sts is probably in order here!

I. (Warm-up): This activity requires longer production with verb second after an introductory clause, so be sure to spend enough time modeling this extensively for your sts and having them practice it chorally until it is comfortable enough to do in a smaller group or with a partner. We want sts to share about their lives, but they will need to hone this structure enough to make it familiar so they can focus more on meaning.

I. (Pronunciation): Work with your sts on pronouncing the various words for music, since they often involve English but with a German form of pronunciation. If you are not familiar with them yourself, make sure to have a native speaker help you out.

Organization.

(Drill vs. meaning): Communicative teaching is based on the idea that making meaning from output just beyond the learner's ability is the key to language learning. So-called "Drill 'n Kill" is out. Nevertheless, without some level of automaticity, it is impossible to speak another language fluently. There is a place for drilling specific structures to make them familiar to students and to be available when needed. However, whereas earlier language learning approaches saw successful drill performance as the mark of actual language learning, such automatic forms are only really learned (acquired) when used to create and negotiate meaning. In other words, students need practice making forms (like auxiliary verbs) automatic, BUT they must also practice using them in real and meaningful contexts. Instructors need to check both that activities are meaningful AND that students have the necessary mastery of forms/paradigms to do the tasks successfully.

## K. Welche Musikrichtung?

Read the following descriptions of preferred music styles and answer the questions that follow.

K. (Tip): Create a preview list of names and words from the text for pronunciation work so that sts learn how to pronounce Bach, Mozart and Beethoven in German.

(Ext.): These texts have excellent models for st production. Select some of the structures used, such as *Also eher in die House Richtung*, and have sts practice using them in their own production, such as *Ich höre ganz gern Rock, also eher in die Metal Richtung*.

(Ext.): Have sts collaborate on their answers for the second activity, *Was empfiehlst du*, either after they have prepared as HW or simply reserving this activity for use in class. It may be appropriate to have sts play very short selections of the music they recommend for the class on their smartphones.

**Sophie (Frankfurt, DE):** Klassische Musik höre ich gerne und wenn ich Auto fahre, Radio. Und ich bin ein großer Fan von Filmmusik. Also, bei Filmen ist die Musik ganz wichtig.

**Esther (Berlin, DE):** Ich bin ein klassischer Typ eigentlich, ja also, Bach, Mozart, Beethoven, Violinen- und Viola-Konzerte und so.

**Lisa (Göttingen, DE):** Ich höre eigentlich<sup>1</sup> ganz gerne elektronische Musik. Also eher in die House Richtung<sup>2</sup>. Das ist so das, was ich eigentlich ganz gerne mag.

<sup>1</sup> really  
<sup>2</sup> direction

**Moritz (Bad Homburg, DE):** Vor allem<sup>3</sup> Jazz, viel Jazz, weil das einfach interessant ist, mit den Improvisationen. Das ist interessanter als Rock oder Pop für mich. Und so Gitarrenmusik, Flamenco, Flamencogitarre, aber auch viel brasilianische Musik.

**Rebekkah (Saltzgitter, DE):** Also, deutsche Musik finde ich nicht so schön. Englische Texte finde ich besser. Ich höre meistens so Pop-Rock, manchmal in die Richtung Punk. Und ganz schrecklich<sup>4</sup> ist Electro und House und Techno. Und Schlager, die deutschen Schlager. Auch schrecklich.

<sup>3</sup> especially  
<sup>4</sup> awful

Wer hört vielleicht  
gern Symphonien?

Wer hört vielleicht  
gern Techno?

Wer geht vielleicht  
gern ins Kino?

Which two people are  
the least musically  
compatible?

Which person is closest  
to your musical tastes?

Was empfiehlst du? For each person, write a song, artist, band or album that you recommend and one sentence in German why.

Philip Glass. Seine Musik ist klassisch und sehr interessant.

für Sophie

für Esther

für Lisa

für Moritz

für Rebekkah



### Organization.

(Having different answers): Because most questions in reading activities are interpretive or analytical rather than informational, there are often not totally right or totally wrong answers. It is more constructive for most activities to think of good or poor answers rather than correct or incorrect ones. For instance, many inferences from the text must be made in activity K and different answers are often possible. Perhaps they see things a little differently from how the instructor or another student does, and that should not be discouraged.

This is particularly the case for personal responses such as in the recommendations. This allows sts to get to know each other better, making the classroom a place of real exchange and not just a space for practicing decontextualized skills.



**L. Rate mal!**

The following are some German bands. Write your guess as to what *Musikrichtung* you think they represent. Feel free to check them out on the internet to see if you guessed correctly!

Fettes Brot (*fat bread*)Die Ärzte (*the doctors*)Panzerballett (*tank ballet*)

Tokio Hotel

Juli



L. (Tip): Have sts do this activity with a partner or in a group of 3. Prepare some YouTube clips of each group, hiding the name of the group. Let your sts try to guess which group you are playing, then show them a short (30 second?) clip so they can begin associating images with each group. Have sts decide on genre and which groups or artists they think are most similar.

**M. Ich über mich**

Write an essay of approximately 150 words about yourself and your family. You already know how to express a great number of things on this topic. Review the phrases below to get started.

Ich heiße...

Meine Adresse ist...

Ich bin... Jahre alt.

Ich komme aus...

Meine Hobbys sind...

Ich studiere... als Hauptfach.

Ich studiere... als Nebenfach.

Ich bin... Meter groß.

Ich wiege... Kilo.

Ich bin x, y und z.

Ich... gern.

Es gibt... Personen in meiner Familie.

Ich habe einen Bruder / zwei Brüder.

Ich habe eine Schwester / zwei Schwestern.

Ich habe keine Geschwister.

Mein Vater heißt...

Meine Mutter ist... Jahre alt.

Mein Bruder ist... Meter groß.

Meine Schwester... gern.

Mein Großvater ist... Jahre alt.

Meine Großmutter ist x, y und z.



Brienz, CH

M. (Tip): Spend some time in class reviewing these structures and language chunks before the essay is due. It is a major essay, 150 words at the end of only a few weeks of German! Remind them again (and again) not to use translation tools for production but to focus on what they have been practicing as well as appropriating chunks from the texts they have read in the *Lernbuch* or listened to in the IA. You may even require that they deliberately use chunks and models from interviews and note after each chunk where they found it. It takes a great deal of reinforcement to train sts to use model texts instead of simple word-for-word translation.

**Organization.**

(Encouragement): Language class can be a grind. There are thousands of words to learn, a new system of pronunciation to practice, new verb paradigms to be mastered – and it takes a long time before learners can understand most of what they hear. Be sure to help them celebrate some minor victories along the way. One of them is the essay in activity M. Encourage your students that, at this early point in their learning, they have written such a long essay! With practice and a bit of thought, they can express a great deal now in German. A feeling of accomplishment and especially PROGRESS will go a long way to encourage students in the long process of acquiring a second language.



Einschulungstag an der Grundschule

Göttingen, Deutschland

(Photo): This is a great shot of several kids holding their *Schultüten* that they received for their first day of elementary school. As shown to us by the boy with his back turned toward the photographer, these *Schultüten* can be quite large, filled with candy and toys. Also, the children are wearing a *Schulranzen*, which is the standard schoolbag in Germany. In the background, we see a priest joining in the beginning-of-the-school-year celebrations.





Rhätische Bahn

Graubünden, Schweiz

(Photo): The *Rhätische Bahn* is a special narrow-gauged train that operates in the Swiss canton of Graubünden, located in the far east of Switzerland. At certain points in the track, the train climbs from 500 to over 1500 meters (.3 miles to .9 miles) in altitude in the space of 40 kilometers (25 miles)! In July 2008, UNESCO proclaimed the 384 km (238 miles) of the narrow-gauged track a *Weltkulturerbe*.





«Frischer Suuser» mit Fleischplatte

Rüdlingen, Schweiz

(Photo): If you like meat, you might be getting very hungry just about now! And if you like wine to top it, you would surely enjoy the *frischer Suuser*. It is a new wine, typically with four percent alcohol content. It is drunk in the fall right after the grapes are harvested, as it consists of freshly-pressed fermented grape juice. It is more commonly made with white grapes, but as you can see here, it can also be made from red grapes. The slogan on the wine pitcher reads in full: *Vinum bonum laetificat cor hominum*, meaning: *Ein guter Wein erfreut des Menschen Herz*. Also, Rüdlingen is in the canton Schaffhausen. FYI: In case you were wondering about the strange looking quotation marks, they are those traditionally used in Switzerland (among other places). They are called *Guillemets*.





Kuchenbuffet auf einem Weinfest an der Mosel

Ellenz-Poltersdorf, Deutschland

(Photo): Use this picture to further discuss the theme of food in any appropriate context. Here, we see a nice spread of different types of cakes. In the very front, we see a *Pflaumenkuchen* or *Zwetschenkuchen*. Otherwise, there are different *Cremetorten* and also *geschlagene Sahne* in the green mixing bowl.

# 3.1 Studentenleben

Culture: Student & campus life  
Vocabulary: Technology & school items  
Grammar: Subjects & objects / *nicht* & *kein*

A. (HW): This activity requires sts to think about whether they have an item or not, and if so, how many. Then they need to either use the singular or plural with the correct article, or negate the sentence with *kein*. That is a lot to do, so make sure to model for sts how to do this activity either before it is assigned as HW or when checking answers together.

(In class): This is a difficult task for many sts so be sure to give it enough time and consider adding additional words if time allows and sts are benefiting from the practice.

B. (Tip): Make sure to practice activity A enough to make activity B more automatic. You can have sts stay with the same partner and work through many things, or have them switch partners frequently and focus on only a few nouns each time. Both approaches have something to be said for them.

## A. Was habe ich?

For each vocab word, complete the sentence *Ich habe...* by writing a form of *ein*, *kein*, a number or *viele*, adding the plural ending if you need it (i.e., if there is more than one)!

1. der Laptop, -s
2. das Tablet, -s
3. das Smartphone, -s
4. das Auto, -s
5. der Rucksack, -e
6. der Fernseher, -
7. die Spielkonsole, -n
8. die Kreditkarte, -n
9. der MP3-Player, -
10. der Drucker, -

11. die Gitarre, -n
12. der Hund, -e
13. die Katze, -n
14. der Fisch, -e
15. der Bruder, -
16. die Schwester, -n
17. der Onkel, -
18. die Tante, -n
19. der Ordner, -
20. das Heft, -e

die Uhr      Ich habe keine Uhr.  
das Buch    Ich habe viele Bücher.

## B. Hast du einen Hund?

Find a partner and look at activity A above.



Ask each other if you have the various objects listed. Try to answer without looking at what you already wrote (but you can "cheat" if you have to).

Remember: *eine Lampe* (feminine), *ein Buch* (neuter) but *Ich habe einen Laptop* (masculine).

Whenever masculine nouns are a direct object, you have to change *ein* to *einen*.



## Organization.

(Structure vs. meaning): The goal of any structural work in a language class should be for sts to be able to 'exchange meaning' using the structure. So honing a structure is only useful if it assists sts in expressing themselves or understanding others. Activities A and B build on this idea. The focus in activity A is the structure itself, practicing it enough so that sts can say sentences somewhat automatically or at least relatively quickly. Activity B builds on this by asking sts to exchange real information using a structure they just practiced a great deal. If sts are not performing well in activity B, back up and do some more work with activity A, bringing in new words or simply having sts redo the activity with a new partner.

(Photo): Treat the photo here as a culturally authentic artifact. Tell sts: *Das ist ein Studentenzimmer. Was ist auffällig? Anders als in den USA? Was findet man auch in den USA?*

**C. Das Allerwichtigste**

From the objects listed, write the three you absolutely need and one you don't need at all. Then interview two other students and write their responses in the boxes provided.

Ich brauche meinen Laptop, mein Auto und meine Kreditkarten.

Ich brauche keinen MP3-Player.

Ich

Student #1

Student #2

der Laptop  
das Handy  
das Tablet  
das Auto  
der Fernseher  
die Bücher  
der MP3-Player  
die Kreditkarte  
die Spielkonsole  
der Rucksack

C. (Class): Feel free to add different items to the list (writing them on the board). The items provided are cognates and/or from the vocabulary list. Be sure to model this activity clearly to sts so that they are practicing the forms correctly.

(FYI): The verb for sending an SMS (text message) is *simsen*.

(FYI): *der Flashdrive* - Germans use the same word as we do in English.

**D. Meine Kommilitonen**

From all the objects listed in 3.1C, what do you think your classmates' top three items are? Note them in the box.

Now survey as many of your classmates as you can in the time allotted by your instructor to confirm or disprove your suspicions. Record their responses.

Welche Objekte brauchst du unbedingt?



E. (Tip): Filler phrases or comprehension-check phrases such as '*richtig?*' or '*stimmt das?*' are quite difficult for beginning learners. If you want to help sts learn them, they will require a great deal of practice and drilling.

**E. Wie viele?**

Working with a different partner, pick an object and guess how many of them your partner has. See how often you can get the right answer.

Du hast ein Auto, stimmt das?  
Nein, ich habe zwei Autos.

Du hast zwei Rucksäcke, richtig?  
Richtig!

Organization.

(Negotiating in German): As sts progress, we'd like them to speak more in class. Encourage and enable this by writing *Nützliche Ausdrücke* on the board, 2-3 phrases that sts should use in class today. Keep a running list for yourself. Recycle. Decide if your list will be part of sts' target vocabulary.



## F. Die Mensa

A *Mensa* is a special cafeteria associated with German universities. Read the following text, and then complete the activity that follows.

F. (Warm-up): Ask sts about their cafeteria on campus: *Was gibt es in der Mensa zu essen? Ist das Essen gut? International?*

(Ext.): Have sts compose comparative statements, highlighting differences between German *Mensas* and typical American student cafeterias.

(Ext.): Ask sts: *Was ist am wichtigsten: billiges Essen, Auswahl, Portionen, Freundlichkeit? Warum?* If sts want a "because" word, have them use "denn".

(Possible differences): *Mensas* are open mainly during the day, not at night. The food is inexpensive and subsidized. It is not an all-you-can-eat buffet arrangement. Many cafeterias in the US have moved to trayless dining. Employees often cannot eat in student cafeterias.

Die Mensa in Deutschland ist eine Cafeteria, wo Studenten und Universitätsbedienstete<sup>1</sup> essen. Mittagessen gibt es montags bis freitags, meistens von 11.45 bis 14.00 Uhr. Es gibt meistens 2-4 Menüs<sup>2</sup>, darunter auch ein vegetarisches Essen. Der Staat subventioniert<sup>3</sup> die Mensas an deutschen Universitäten. Also ist das Essen billig. Ein Gericht kostet zwischen €1,60 und €3,50. Die Preise für Universitätsbedienstete und Gäste sind höher. Oft gibt es eine internationale Woche.

- 1 university employees
- 2 Menü – complete meal
- 3 subsidizes

Ein Vergleich. Write four German sentences comparing a university cafeteria or similar establishment you're familiar with to the German Mensa, pointing out similarities and differences.

So funktioniert die Mensa: Zuerst kauft man eine Essenskarte. Ein Angestellter<sup>4</sup> in der Mensa scannt die Essenskarte. Das Essen kommt auf einem Fließband<sup>5</sup>. Man stellt den Teller<sup>6</sup> auf ein Tablett und findet einen Tisch. Eine Mensa hat oft ca. 200 Tische. Oft gibt es mehrere<sup>7</sup> Mensas an einer Universitätsstadt.

- 4 employee
- 5 literally: assembly line
- 6 plate
- 7 several

| STUDENTENWERK BERLIN<br>Anstalt des öffentlichen Rechts                     |                                          |
|-----------------------------------------------------------------------------|------------------------------------------|
| Speiseplan Mi., 12.06.2013                                                  | Mensa HU Süd                             |
| Tagesübersicht                                                              |                                          |
|                                                                             | Preise Studierende   Mitarbeiter   Gäste |
| <b>Salate</b>                                                               |                                          |
| ● Große Salatschale (1,27)                                                  | 1,55 €   2,35 €   3,10 €                 |
| ● Kleine Salatschale (1,127)                                                | 0,50 €   0,75 €   1,00 €                 |
| <b>Essen</b>                                                                |                                          |
| ● Eine gebratene Hähnchenkeule mit Geflügelrahmsauce (30)                   | 1,25 €   1,95 €   2,50 €                 |
| ● Eine gebackene China - Knusperschneidebutter Sojasauce (6,11,27,28,31,36) | 1,35 €   2,05 €   2,70 €                 |
| ● Milchreis Indische Art (2x,30)                                            | 1,35 €   2,05 €   2,70 €                 |
| <b>Beilagen</b>                                                             |                                          |
| ● Dillkartoffeln                                                            | 0,55 €   0,85 €   1,10 €                 |
| ● Basmatireis                                                               | 0,50 €   0,80 €   1,00 €                 |
| ● Geschmorter Fenchel                                                       | 0,50 €   0,80 €   1,00 €                 |
| ● Zucchini - Paprikagemüse (27)                                             | 0,50 €   0,80 €   1,00 €                 |



## Organization.

(*Wörterbücher*): Many of your sts may not understand how a German dictionary works or how to best utilize it. Take time in class to demonstrate the 'apparatus' and the kinds of errors that can occur if they are careless. You may wish to introduce them to free online resources they can access via their smartphones. Programs like Google Translate that utilize voice recognition can be wonderful resources for German learners if used correctly with an awareness of what they can NOT do. Show them how to look up German words by speaking into their cellphones using Google Translate or any similar program. This will train them in proper pronunciation as well, and the easier it is to look up words, the more your sts will avail themselves of such tools. Of course also teach sts not to mindlessly plug whole sentences or paragraphs into translation tools online, as these will invariably contain inaccuracies. Online translators are getting better, but they still cannot compare to the human brain!



## G. Was gibt es im Seminarraum?



Working with a partner, describe in German what things you see in your classroom. You can count precisely if you like, or use more general terms for plurals. Make sure to use the correct forms of *ein* and *kein*!

ein paar – *a few*  
mehrere – *several*  
viele – *many*



Es gibt einen Beamer im Seminarraum. Es gibt drei Tafeln und sieben Fenster. Es gibt kein Whiteboard und keine Marker.

G. (Warm-up): With the whole class, review vocabulary for objects in the classroom, emphasizing the gender. Be sure to repeat with them the plural forms too. Ask sts how many of a particular item are in the room to help them get the idea of how the activity works. Then have sts pair up to write the descriptions of the room in the box provided. If it is helpful, you can even list on the board the objects they should be looking for.

H. (Warm-up): Brainstorm with sts all the words they have learned in 3.1 as well as family and other terms from unit 2. You can encourage this by writing categories on the board (such as *Familie*). Make sure to practice plural forms as well, which sts will need for this activity.

## H. Wie viele hast du?



Working with vocabulary for this unit (and the last one), ask your partner how many of something he or she has. When you answer, give the number (approximating if necessary using *einige* – *mehrere* – *viele*). Work on getting those plural forms correct!

Wie viele Schwestern hast du?  
Ich habe keine Schwestern.

Wie viele Bücher hast du?  
Ich habe viele Bücher.

*As a bonus, say whether you have more of the thing in question than the student who answered.*

Wie viele Gitarren hast du?  
Ich habe eine Gitarre.  
Ich habe mehr Gitarren als du!



(In class): After sts are performing relatively well in plenum, have them work with a partner for this activity. If it is going well, have them switch partners once or twice before finishing.

## Organization.

(Bringing things to class): While descriptions and photos can be helpful when learning vocabulary for concrete objects, actually bringing physical objects to class is a great way to further reinforce learning. Unit 3 has many such objects, so be sure to include them in class activities. In the spirit of TPRS, you can have students manipulate these objects (take them, move them, give them to each other, etc.) as a different way to practice vocabulary that is not practical with more abstract terms. As a variant, have students bring objects to class as well. Activities 3.1A or 3.1G above work with images, but they can be extended to work with objects students bring to class. Have students bring three different (smallish) objects. They can explain what the German word is and ask other sts in small groups if they have one too and where or when they use it. Using actual objects (realia) can help reinforce learning.

I. (Pre-speaking): Have sts brainstorm with you before beginning this activity all the things they might want to say. The hint box gives a few samples, but sts will speak much more fluently if they generate additional things to say on their own (with instructor help) before doing the activity.

J. (Warm-up): Brainstorm with sts on the various groups that existed in their high schools and who ate together at what tables. This may also be the case for them at university as well. Have them do a drawing in the box provided or on a separate piece of paper. Read through the text with them, pointing out sections that may not be clear.

(In class): Make sure to ask sts where they find the information they need when checking on their answers for questions 1–5.

(Ext.): Check to see if sts know any German exchange sts who had a similar experience to Lisa.

### I. Die Cafeteria



Students naturally have opinions about cafeteria food. Working with a partner, create a list of pros (yes, there are pros) and cons of eating at your campus cafeteria.

Das Essen ist...  
Es kostet...  
Die Cafeteria serviert nicht genug...  
Es gibt...

### J. Mensa vs. Cafeteria

Lisa (Göttingen, DE) spent a year in a US high school as an exchange student. She compares a US cafeteria to the German *Mensa*. Read what she says about it and answer the questions.

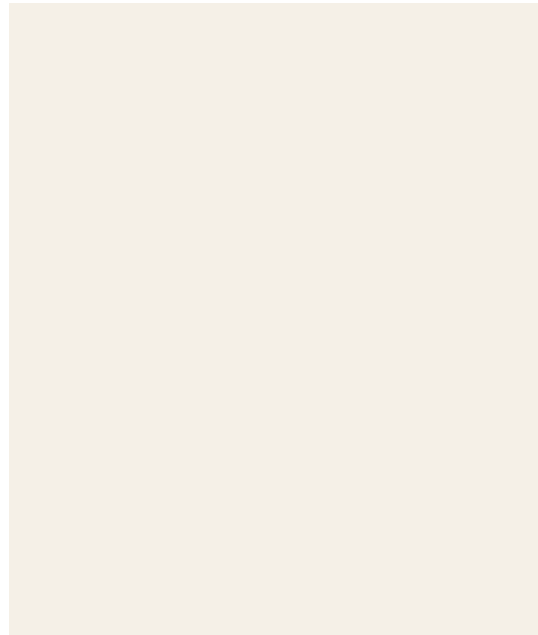
Das Mittagessen in der Cafeteria, das finde ich auch sehr schön, mit den ganzen Tischen. Und man kennt das ja aus den Filmen, dass dann die Cheerleader immer am gleichen<sup>1</sup> Tisch sitzen, und das war bei uns in der High School auch so. Das finde ich ganz nett. Das kennt man ja nicht aus der Schule hier in Deutschland. Das hat man vielleicht ein bisschen, wenn man studiert, mit der Mensa, dass man mittags gemeinsam essen geht. Das geht nicht mit der Schule in Deutschland, weil die Schule ja meistens einfach<sup>2</sup> nicht so lange dauert. Deutsche Schulen haben nicht diese Cafeteria, wo alle zum Essen gehen. Das finde ich eigentlich<sup>3</sup> ganz schön in Amerika.

- 1 same  
2 simply  
3 actually

Richtig oder Falsch? Mark each sentence below as true or false. Write the number of the sentence next to the information about it in the text.

- ☐ 1. Lisa thinks American school cafeterias are nice.
- ☐ 2. Lisa was familiar with cafeterias from movies.
- ☐ 3. German secondary schools have cafeterias too.
- ☐ 4. German *Mensas* at a university are sort of like cafeterias.
- ☐ 5. The German school day is the same length as in the US.

Draw a simple map of either your high school cafeteria or your current cafeteria. Label which groups sit where and give a short description in German of what they are like.



Salzburger Christkindlmarkt, AT

Hier sitzen die [Gruppe]. Sie sind sehr laut.  
Hier sitze ich mit meinen Freunden.

Organization.

(Photo): *Würstchen mit Brot auf die Hand.*

(Integrating the IA): In addition to using IA text boxes as springboards for discussion, use the IA information. For example, let them explain to the class what's going on in photos in the unit (such as on pg 60) based on what they've learned from the IA. Find out what they found most interesting or unusual about how German cafeterias work and what aspect of German cafeterias they would like to see in their own cafeteria and why. The IA gives sts lots of info, images, audios and food for thought. Ask sts related qns from the IA at least twice per week!

**K. Was bringst du mit?**

Write down the classes you have this term. For each class, list some things that you bring to class *auf Deutsch*. Make sure to use the accusative case endings since they are direct objects!

Deutsch: Ich bringe mein Buch, ein Heft, Stifte und meinen Laptop mit.

**K. (Warm-up):** Review terms for subjects as well as objects sts need in class. Then practice the structure *Ich bringe ... mit*. Once sts are able to do this with the whole class, have them work with smaller groups or partners.

**L. (Pre-speaking):** Asking questions is a key skill that sts need to develop, so brainstorm with them what questions they can ask about backpacks and things in their backpacks. Encourage each st to create a 'signature' question for this activity and have sts switch groups or partners a few times.

**L. Hast du einen Laptop?**

Working with a partner, ask what sorts of things you each have in your backpacks (or bag). Using different sorts of questions, you can also ask about the basic qualities of the items.

Hast du Hefte in deinem<sup>1</sup> Rucksack?

Sind die Bücher neu oder alt?

Welche Farbe hat dein Rechner?

Hast du einen Laptop in deinem Rucksack?

Hast du ein Tablet in deiner Tasche?

<sup>1</sup> Don't worry about the -em ending. We'll cover that in unit 4.

**M. (Pre-writing):** Consider spending some time in class to prepare sts for writing assignments like M. Brainstorm possible vocabulary and structures, and encourage sts to scan texts for models. Get them started on their essays in class, and have them complete them as HW. Make sure you explain to them any rubrics or grading criteria you will be using.

**M. Mein Rucksack**

Describe the contents of your *Rucksack* in some detail. Give a basic description of the more interesting items. You will undoubtedly need to look up some words. When doing so, make sure you have the correct words, which you can often verify by checking them on an image database such as Google Images. Make sure you find the gender of the word, too, so that you can put the correct ending on *ein*, and also make sure you find the correct plural ending if needed. Isn't German fun?

In meinem Rucksack habe ich drei Hefte und vier Bücher. Ich habe heute auch meinen Laptop in meinem Rucksack. Mein Laptop ist neu und sehr schnell!



Organization.

**(Peer editing):** Have sts exchange papers in SMGR for ex. M. Allot 3 minutes for sts to proofread for 1 or 2 specific things, e.g., accusative endings and correct plural forms. Then, have the papers swap again (so each paper is read by 2 different readers). Allot 2 minutes for proofreading for the same things or choose a new focus, e.g., capitalization and verbs. Each reader signs the paper (encourages ownership of the task). Allow sts to make corrections (as HW) based on this feedback.

## 3.2 Bei mir

Culture: Describing others  
Vocabulary: Clothing & colors  
Grammar: *möchte*

A. (Warm-up): Review *mein/meine* and *kein/keine/keinen*. Sts should answer what color items are or say they do not have that item.

(Tip): Point out the difference between *Farbe* - *Farben* and *hat* - *haben* for this activity.

B. (Tip): This is a communicative activity based on A. Help sts form the questions with a simple drill where you provide a noun orally and they respond in chorus: *Welche Farbe hat/haben X*. Once that comes quickly, have them work with a partner asking the questions in A.

C. (Tip): This is the first time they will be practicing sentences with a subordinate clause. You don't need to explain these at this point, but have them practice the structures based on the prompt answer: *Wenn ich ..., trage ich X*. The idea is to have the first section come automatically so that sts can concentrate on the clothing part of the sentence. It is a challenging activity, so take it slow and give them encouragement.

(Warm-up): In class, review clothing as necessary.

### A. Farben

Answer the questions below using appropriate German color terms.



Wien, AT

Welche Farbe(n) hat...  
dein Auto?  
dein Fahrrad?  
dein Computer/Laptop?  
dein Sofa?  
dein Wintermantel?  
dein Rucksack?  
dein Handy?  
deine Nationalflagge?  
Welche Farbe haben... deine Schuhe?  
Welche Farbe ist... deine Lieblingsfarbe?

### B. Interview

Ask a partner the questions above.



Mein Auto ist...  
Meine Nationalflagge ist...  
Meine Schuhe sind...  
Ich habe kein Auto.  
Ich habe keinen Rucksack.



### C. Was trägst du, wenn...

Answer the questions about what you wear. Remember that these will be direct objects.

Was trägst du, ... wenn es heiß ist?  
wenn es schneit?  
wenn du zur Uni gehst?  
wenn du auf eine Party gehst?  
wenn du auf eine Hochzeit<sup>1</sup> gehst?  
wenn du zu Hause bleibst<sup>2</sup>?

<sup>1</sup> wedding  
<sup>2</sup> bleiben - to stay

Wenn ich zur Uni gehe, trage ich  
Jeans, ein Hemd und Sandalen.

|                |             |                 |           |
|----------------|-------------|-----------------|-----------|
| die Bluse      | das T-Shirt | der Anzug       | der Rock  |
| das Kleid      | der Pulli   | die Shorts (pl) | das Sakko |
| das Sweatshirt | der Bikini  | die Krawatte    | die Jeans |

Organization.

(Humor): Encourage sts who give humorous or ironic answers to some of these activities, as it shows that they understand what is going on and they are trying to keep it interesting for themselves. With the threefold goal of making the course material intercultural, interpersonal and entertaining, humorous or ironic answers definitely check the boxes of interpersonal and entertaining, and human can help keep sts present.



**D. Was tragen sie?**

Write what clothing these people are wearing. Add in color adjectives using the patterns in the blue box.

eine blaue Hose    einen schwarzen Anzug  
ein schönes Kleid    grüne Shorts



1.



2.



3.



4.



5.



6.

**D. (Warm-up):** Tell sts that each response should begin as follows: *Er/Sie trägt...* Review stem-changing verbs, adding *tragen* to sts' growing list.

(Ext.): Bring pages from magazines to class. Have sts write and read aloud descriptions of 1 photo. Peers must listen and identify which picture is being described. This can be done in SMGR or as a class. Determine the best type of interaction based on what other kinds of interactions you've used that day. Consider what activities you need for a well balanced class hour.

(Tip): Have sts focus on the patterns provided for adjective endings. There is a full table of the patterns in the back of their *Lernbuch* - it is fine to begin working with it, but make sure sts don't freak out because of all the complexity. Research shows that sts don't start producing adjective endings until they achieve intermediate proficiency, so patience is required on both sides.

**E. Was trägt sie?**

Work with a partner and ask what the people in 3.2D are wearing. When you answer, make sure that you use the accusative case. If you want to use color terms or other adjectives, follow this pattern (which we'll look at in more detail in chapter 4):



ein weißes Hemd / eine blaue Hose / einen schwarzen Anzug / braune Shorts

Er trägt ein (grünes) Hemd / eine (alte) Hose / einen (schönen) Anzug.

**F. Was trägst du?**

With a partner, ask each other what you are wearing. Follow up with the question *Wie oft trägst du...?*



Was trägst du jetzt?    Ich trage Shorts, eine blaue Bluse und neue Sandalen.  
Wie oft trägst du Shorts?    Ich trage manchmal Shorts.

oft / nicht oft  
immer / nie

Organization.

(Pattern learning): Teach sts to work with patterns. Cue sts on how to substitute new adjectives or nouns in a certain sentence structure. For simplicity, keep the structure the same throughout the entirety of an activity.

E. (Pre-Reading): First, consider doing a quick read-through of all three texts in *Mein Vater* as a class.

(Ext.): a) Go through 1-2 texts with sts and ask which phrases they found useful, i.e., phrases they might use themselves. Train sts to read texts looking for useful phrases. Similarly, ask sts to identify which phrases or texts were hardest to read. Let sts work together in SMGR to try to understand the meanings. If they still need help, discuss more difficult phrases as a class.

b) Have sts read several sentences from the interviews aloud for intonation practice. Use choral repetition.

(Tip): Review the terms for comparisons in the blue tip box with the class. Have them work with a partner and give a true statement about their family using these comparatives.

(Tip): If you have sts check their work with each other, encourage them to read what they wrote but then to look their partner in the eye and give the information without reading it aloud. This encourages deeper language processing.

### G. Bei mir zu Hause

Read the following descriptions of family members and then write one sentence for each description, comparing that person to someone in your family.

**Mein Vater Torgunn (Göttingen, DE):** Mein Vater hat graue Haare, also grau-braun, braune Haare, kurz, einen Vollbart, braune Augen und ist so 1,75 m groß.

**Nici (Braunschweig, DE):** Mein Vater ist so durchschnittlich gewachsen<sup>1</sup>, so 1,75 m ist er groß, hat weiße Haare, eine stämmige<sup>2</sup> Statur, ist aber nicht dick<sup>3</sup>, und grinst<sup>4</sup> immer sehr gerne.

**Kristiana (Göttingen, DE):** Also, mein Vater kommt aus Griechenland und hat deswegen natürlich ziemlich<sup>5</sup> dunkle Haare und einen Vollbart. Er ist relativ klein für einen Mann, würde ich sagen, und hat immer ein Lächeln<sup>6</sup>.

- 1 durchschnittlich gewachsen – average size
- 2 stocky
- 3 fat
- 4 grinsen – to grin
- 5 somewhat
- 6 smile

Comparisons (Vergleiche)



Lueg, CH

größer als – taller than  
nicht so groß wie – not as tall as  
hat kürzere Haare als – has shorter hair than  
älter als – older than  
jünger als – younger than

Nicis Vater ist kleiner als mein Vater.

Meine Schwester hat lange Haare, aber  
Moniques Schwester hat kurze Haare.

**Meine Schwester Claudia (Göttingen, DE):** Meine Schwester ist ein bisschen kleiner als ich, so 1,65 m. Hat braune lange Haare, ist ziemlich schlank und hat blaue Augen.

**Nici (Braunschweig, DE):** Meine Schwester hat blonde Haare, jetzt relativ kurz, lächelt immer und ist sehr schlank.

**Monique (Göttingen, DE):** Meine Schwester ist zwei Jahre älter als ich. Sie ist auch ungefähr neun Zentimeter größer als ich, worum ich sie sehr beneide<sup>7</sup>. Sie hat kurze Haare, ganz kurze Haare. Ihre Gesichtszüge<sup>8</sup> sind eigentlich fast<sup>9</sup> wie meine. Sie hat auch blaue Augen, ziemlich volle Lippen eigentlich, zumindest die Unterlippe. Sie ist allerdings etwas stämmiger als ich.

- 7 beneiden – to envy
- 8 facial features
- 9 almost

Comparisons (Vergleiche)

### Organization.

(Good German): As you have noted, not all texts in the *Auf geht's! Lernbuch* show 100% agreement with what is considered "good and proper" written German. The main reason is that most of the texts are taken from interviews and are reflective of spoken German with speakers of a variety of regional, educational and ethnic backgrounds. There are a number of advantages for using highly oral texts for reading: they naturally include a number of rephrasings and recasts, and the vocabulary level is generally more restricted than that of an educated written register. These are GOOD things for beginning learners! In addition, these written texts also provide models for student oral production, also an advantage.

You may need to address regionalisms or structures that are generally considered substandard among educated German speakers, but we recommend only intervening when sts are actually beginning to produce these forms themselves. Generally novice and intermediate learners are already heavily taxed to even comprehend these texts, let alone learn "bad German" from them.

**H. Beschreiben**

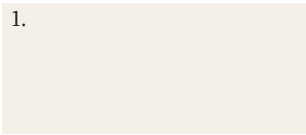
Describe the people in the photos using your best German. Feel free to use some of the phrases provided. You'll notice some endings for adjectives. For now, simply follow the patterns provided; we'll look at these endings more closely in unit 4.

kurze / dunkle Haare haben  
eine Glatze / einen Bart haben  
blaue / grüne Augen haben

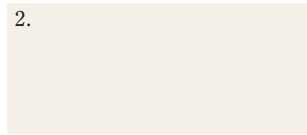
eine rote Bluse tragen  
ein braunes Hemd tragen  
einen blauen Anzug tragen



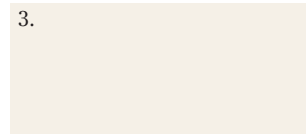
1.



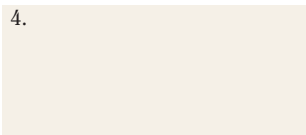
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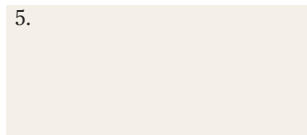
3.



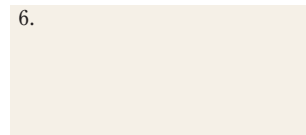
4.



5.



6.



**H. (Warm-up):** Project an image for the class of a person. Have each st. write individually for 3 minutes describing the person. Then have them offer their descriptions (or parts of them) orally. Once they are warmed up, have them do this activity either individually or with a partner. If you have assigned it as HW (which is fine), have them check their answers and especially focus on proper adjective endings.

**I. (Tip):** If sts are struggling to generate sentences w/o prompts, create a list of model questions with them and write them on the board. They can then interview each other with these questions. Novice learners have a much easier time responding to questions than generating their own language w/o prompts.

**I. Mein Kleiderschrank**

Working with a partner, describe the color of some of the clothing you own. You can find the endings you need for the color adjectives in activity 3.2H above. You may need your vocabulary list for plural forms. Ask each other some questions to mix it up.



Ich habe viele blaue und schwarze Jeans.  
Ich habe ein rotes Hemd.  
Ich habe zwei weiße Kleider.  
Ich habe keine Röcke.  
Hast du einen weißen Wintermantel?  
Hast du eine Krawatte?

|              |                  |         |
|--------------|------------------|---------|
| der Anzug    | die Jacke        | gelb    |
| die Jeans    | das T-Shirt      | grün    |
| die Hose     | der Wintermantel | braun   |
| die Krawatte | das Hemd         | rot     |
| der Rock     | das Top          | schwarz |
| die Socken   | das Kleid        | weiß    |

Organization.

(Alternative homework checks): Going through the HW answers in class can be dull for sts and for you. Mix things up. Design ways to get sts focused again on the useful task rather than on reporting what they did in their HW. For example, quiz sts on ex. H with the LB closed. Use the images in ex. H, copy them onto large flashcards or an overhead. Ask sts to describe them. Say: *Beschreiben Sie diese Person - Ich brauche einen Satz.* Have volunteers (or picked sts) each give 1 unique sentence. Alternately, you could ask: *Was für ein Mensch ist sie?* Review adjectives from Unit 2.



## J. Kleidung

Read the descriptions of what each person below says about their clothing choices and then respond to the questions that follow.

J. (Tip): These texts are fairly challenging, so the tasks for basic comprehension involve identifying adjectives and key items of clothing. You may wish to focus some on the structures they use, including elements such as *am liebsten*, *meistens*, *gern* and the comparative forms to improve their recognition of these elements (which beginning learners usually don't notice w/o their attention being drawn to them).

(Answers): Adjectives include *bequem*, *praktisch*, *normal*, *fein*, *locker*, *casual*, *normal*, *lässig*, *blau*, *schwarz*, *weiß*.

Clothing includes: *Jeans*, *T-Shirts*, *Hemden* as well as *Tops*, *Hosen*, *Blusen*, *Strickjacken*, *Pullover*.

(Patterns): The final activity is scaffolding using structures in the texts to help sts produce full sentences that sound German. It is also communicative about their own preferences.

(Ext): Have sts work with a partner and create a few additional scaffolded sentences with blanks based on the texts above to train them further in identifying interesting chunks of language that they can appropriate. Lavish them with praise for good examples.

**Catharina (Hamburg, DE):** Meine Kleidung ist bequem und praktisch, weil ich jeden Tag Fahrrad fahre. Deshalb trage ich meistens Hosen, Strickjacken<sup>1</sup>, T-Shirts, Tops, Blusen, ganz normale Sachen, nicht zu fein, nicht zu kurz.

**Tobias (Köln, DE):** Ich trage am liebsten Jeans und Pullover. Und wenn ich abends ausgehe, trage ich auch gerne mal schickere Sachen. Aber am liebsten trage ich lockere<sup>2</sup> Kleidung, bequeme Kleidung.

**Torgunn (Göttingen, DE):** Am liebsten praktische bequeme Kleidung, die nicht so schnell schmutzig wird und die man auch im Regen anziehen<sup>3</sup> kann. Hier regnet es ja so viel.

**Tanja (Göttingen, DE):** Ich trage sehr gern Jeans. Ganz normal. Bequeme Schuhe, T-Shirt, Hemd, Pullover. Also nicht unbedingt so, was im Moment trendy ist, sondern casual, also ganz normal.

- 1 cardigans  
2 easygoing  
3 to put on



**Lexi (Frankfurt, DE):** Am liebsten bequeme Kleidung. Bequeme, lässige<sup>4</sup>, sportliche Kleidung. Für besondere Anlässe mag ich auch feine Kleidung, aber ich fühle mich nicht ganz wohl<sup>5</sup> darin. Am liebsten Hose, T-Shirt, Hemd. Dann fühle ich mich wohl. Das ist leicht zum Leben.

**Monique (Göttingen, DE):** Ich trage gern viel Blau, viel Blau und Schwarz. Im Sommer auch Weiß, wenn ich braun bin. Aber sonst eigentlich nicht zu schrill. Ich trage niemals pinke Sachen. Es geht nicht. Egal<sup>6</sup>, wie schlank ich bin oder wie braun ich bin. Ganz egal. Sowas ist einfach hässlich.

- 4 casual  
5 sich wohl fühlen – to feel good, comfortable  
6 it doesn't matter

Which adjectives are mentioned most often to describe their preferred clothing?

Which particular clothing items are most often mentioned?

Was tragen diese Leute lieber: praktische oder schickere Kleidung?

Fill in the blanks below to describe how you dress!

Ich trage gern \_\_\_\_\_, \_\_\_\_\_ und \_\_\_\_\_.

Ich trage niemals \_\_\_\_\_ Sachen.

Ich trage meistens \_\_\_\_\_ und \_\_\_\_\_.

Meine Kleidung ist \_\_\_\_\_ und \_\_\_\_\_, weil ich jeden Tag

\_\_\_\_\_. (note that the verb comes at the end here)

### Organization.

(Previewing structures): While *Auf geht's!* often delays the active presentation of specific grammatical structures from what you may be used to, that does not mean that they are ignored. They are generally left in texts (and glossed) or introduced lexically without explaining the whole paradigm. For instance, a *weil*-clause appears in Catharina's text above. Subordinating conjunctions are not actively introduced until unit 6, but simple ones appear throughout units 2-5 and may be simply glossed or left untouched if the meaning is fairly clear. Most sts may not even notice that a verb appears out of "second position" here. While we advise against trying to explain grammatical structures to the entire class before they are officially introduced, it can be fine to answer questions from curious students since the fact that they notice a structure may indicate that they are ready to learn it. Generally, it is a good thing to have forms and lexical items appear in texts as a sort of preview without the need to elaborate on them beyond lexical translation.



**K. Was tragen die Kommilitonen?**

With a partner, take turns describing someone else in the class by what he or she is wearing and other features such as hair or eye color. See if you can guess the student your partner is describing. You might want to review names before starting this activity!

Er trägt...  
Sie hat...

**L. Eine Beschreibung**

Get a photo or print an image of someone you will describe. Write a paragraph-length description of the person using your best German and adapting any of the models provided as needed.

Das ist meine Schwester. Sie heißt Tatjana und ist älter als ich. Sie hat lange, blonde Haare und braune Augen. Sie ist nicht sehr sportlich, aber sie spielt gern mit ihrer Tochter Maren. Sie ist größer als ich, ca. 1,75 m. Ich bin 1,72 m groß. In diesem Foto trägt meine Schwester ein grünes Hemd und eine braune Jacke. Sie trägt auch blaue Jeans und dunkle Sportschuhe. Außerdem hat sie eine kleine Handtasche.



K. (Warm-up): Spend some time eliciting possible phrases and sentences with the whole class, beginning with *Er trägt...* and *Sie hat...* but expanding it to other phrases sts have used or noticed. Consider reviewing the possible adjective endings they'll need for each, such as *eine weiße Bluse, schwarze Schuhe*, etc. This helps make the structures more automatic and lets sts focus more on communication rather than actual linguistic forms.

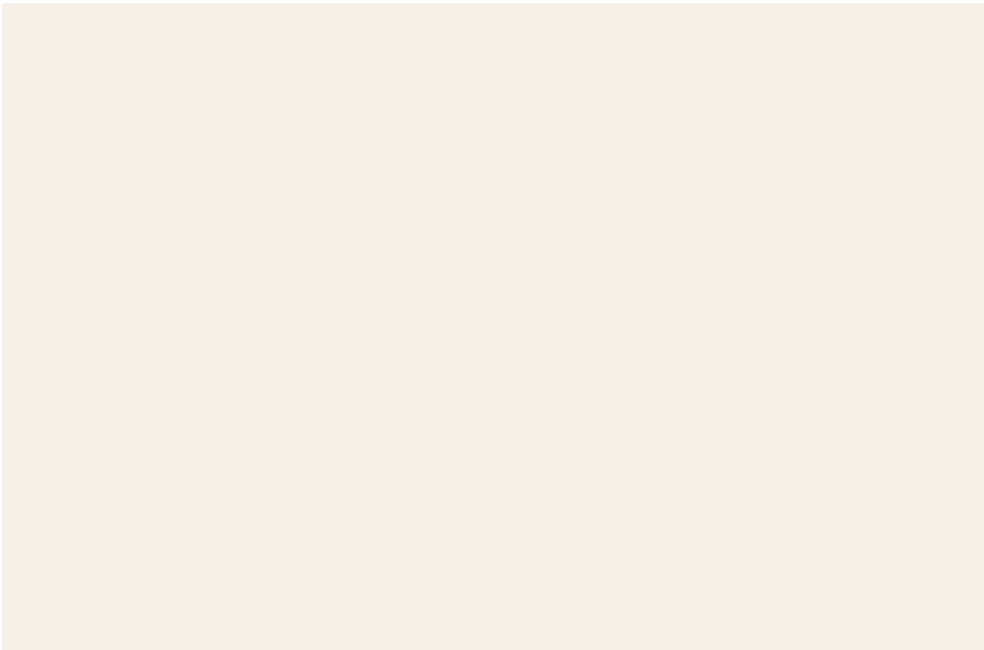
(In class): You may want to do a test-run of this activity, describing a st like you want your sts to and having them guess which st you are thinking of. You can write phrases you use as prompts on the board for sts to use themselves.

L. (HW): This can be designed to be HW. The intent is to make it personal communication (not just description of an unknown person). Consider spending a few minutes in class going over the activity before it is assigned for the next class period.

M. (Tip): Have an artistic st do this activity at the board for the whole class.

**M. Wie sieht sie aus?**

With a partner, read the description you wrote for 3.2L while your partner makes a drawing of your description. When finished, show your partner your photo and see how closely the drawing matches!

**Organization.**

(Globalization): The topic of clothing is an excellent way to see trends in globalization. Have sts look through the photos in *Auf geht's!* for a few minutes. Do they notice differences in clothing compared to their country? Perhaps what is most impressive is the vast amount of similarity that derives from a global clothing industry. See what differences (if any) they can discern in clothing styles, either in the photos in the *Auf geht's! Lernbuch* or from online sources. Sometimes differences are more apparent not in what individual items are worn (which may be similar worldwide), but the different combinations of items that are popular, or styles from an era that stopped being popular in the US but remain popular elsewhere. On that note, we have received some notes from students who request that we update an "old" photo that they assume is from the 1980s based on a person's clothing or hair style, when in fact it is from 2012, for example. Sometimes the more disorienting parts about a foreign culture are the things, such as globalized fashion, that seem familiar but in fact are subtly different!

# 3.3 Haus und Wohnung

Culture: Living spaces  
Vocabulary: House, apartment & dorms  
Grammar: Prepositions with accusative

A. (HW): Assign this as homework. Encourage sts to read and understand all their sentence building options before choosing their answers.

(Warm-up): In class, use the HW as prompt for a SMGR (3 person) discussion. Each person takes one qn (1, 2 or 3) and reports the results back to the entire group. Keep a class tally of where sts live (qn 1) and what sort of home the families have (qn 3). Use your board or overhead to support the visual learners.

(FYI): Sts might ask about the dative endings. Just mention that dative is another case. Instruct sts to learn these phrases as vocabulary and to practice them when they can. Do not get bogged down in a complete description of dative and prepositions. Remember: the *Auf geht's!* philosophy is embedded, integrated grammar learning.

## A. Fragen

Check all the appropriate boxes. Be prepared to ask and answer these questions in class.

### 1. Wo wohnst du?

- Ich wohne ☐ bei meinen Eltern.  
☐ zu zweit mit einem Mitbewohner / einer Mitbewohnerin.  
☐ allein.  
☐ mit anderen in einer Wohngemeinschaft.  
☐ mit meinem Partner/meiner Partnerin<sup>1</sup>.  
☐ auf dem Campus.  
☐ nicht auf dem Campus.  
☐ in einem Studentenwohnheim.  
☐ in einer Wohnung.  
☐ in einem Haus.  
☐ in einem Zimmer zur Untermiete<sup>2</sup>.

<sup>1</sup> with my spouse/girlfriend/boyfriend  
<sup>2</sup> rented room



### 2. Was hast du in deinem Zimmer? Was möchtest du noch haben?

Ich habe / möchte

- |                          |                          |                     |
|--------------------------|--------------------------|---------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | einen Schreibtisch. |
| <input type="checkbox"/> | <input type="checkbox"/> | einen Stuhl.        |
| <input type="checkbox"/> | <input type="checkbox"/> | einen Schrank.      |
| <input type="checkbox"/> | <input type="checkbox"/> | einen Sessel.       |
| <input type="checkbox"/> | <input type="checkbox"/> | einen Teppich.      |
| <input type="checkbox"/> | <input type="checkbox"/> | einen Fernseher.    |

Ich habe / möchte

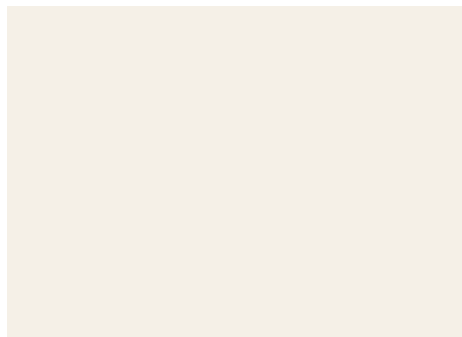
- |                          |                          |               |
|--------------------------|--------------------------|---------------|
| <input type="checkbox"/> | <input type="checkbox"/> | ein Sofa.     |
| <input type="checkbox"/> | <input type="checkbox"/> | ein Bett.     |
| <input type="checkbox"/> | <input type="checkbox"/> | ein Regal.    |
| <input type="checkbox"/> | <input type="checkbox"/> | ein Fenster.  |
| <input type="checkbox"/> | <input type="checkbox"/> | eine Kommode. |
| <input type="checkbox"/> | <input type="checkbox"/> | eine Lampe.   |

### 3. Wie ist die Wohnung / das Haus / das Zimmer?

- |                 |                                    |                                      |
|-----------------|------------------------------------|--------------------------------------|
| Die Wohnung ist | <input type="checkbox"/> schön     | <input type="checkbox"/> hässlich    |
| Das Haus ist    | <input type="checkbox"/> gemütlich | <input type="checkbox"/> ungemütlich |
| Das Zimmer ist  | <input type="checkbox"/> groß      | <input type="checkbox"/> klein       |
|                 | <input type="checkbox"/> alt       | <input type="checkbox"/> neu         |
|                 | <input type="checkbox"/> dunkel    | <input type="checkbox"/> hell        |

## B. Wie ich wohne

In three German sentences, describe your living situation. You may borrow phrases from activity 3.3A.



Organization.

(Complete sentences): There is no inherent need to have sts always express themselves in full sentences, since it is quite normal to respond to questions with fragments, even in one's native language. However, on occasion, it can be good practice, as in question 2 of 3.3A. It would be perfectly reasonable to respond to these questions with a single word or fragment. Consider having your students respond in full sentences 'by force' on occasion. It is also helpful to design questions and activities that organically require full sentences without having to mandate them.

## C. Studentenwohnheim

Students in many European countries have the option to live in student dorms, although many do not. Fill out the questionnaire below for a *Studentenwohnheim* at the *Universität Aachen*.

## Studentenwohnheim Fragebogen

Hier gibt es noch ein paar persönliche Fragen zu deiner Person. Kreuze<sup>1</sup> die Zahlen 1 bis 5 an und zeige<sup>2</sup> uns, was du für ein Typ<sup>3</sup> bist. Es gibt keine falschen Antworten!

1 ankreuzen – to mark, check

2 zeigen – to show

3 person

|                                                              |           |                                              |
|--------------------------------------------------------------|-----------|----------------------------------------------|
| Ich finde Partys toll.                                       | 1 2 3 4 5 | Ich finde Partys schrecklich <sup>6</sup> .  |
| Ich unterhalte mich <sup>4</sup> gerne mit anderen Menschen. | 1 2 3 4 5 | Ich bin eine sehr private Person.            |
| Ich bin sehr sportlich.                                      | 1 2 3 4 5 | Ich bin total unsportlich.                   |
| Ich bin sehr spontan.                                        | 1 2 3 4 5 | Ich bin eher nachdenklich.                   |
| Ich bin ein richtig fröhlicher Mensch.                       | 1 2 3 4 5 | Ich bin eher ein trauriger Typ.              |
| Ich gucke ständig Fernsehen <sup>5</sup> .                   | 1 2 3 4 5 | Fernsehen interessiert mich überhaupt nicht. |
| Ich gehe sehr oft ins Kino.                                  | 1 2 3 4 5 | Ich weiß gar nicht, was ein Kino ist.        |
| Ich spiele sehr oft Computerspiele.                          | 1 2 3 4 5 | Ich mag keine Computerspiele.                |
| Ich gehe sehr gern spazieren.                                | 1 2 3 4 5 | Ich gehe nur dann, wenn ich muss.            |
| Ich gehe gern aus.                                           | 1 2 3 4 5 | Ich bleibe lieber zu Hause.                  |
| Ich koche wahnsinnig gerne.                                  | 1 2 3 4 5 | Ich „koche“ nur Fischstäbchen <sup>7</sup> . |

4 sich unterhalten mit – to talk to

5 Fernsehen gucken – to watch TV

6 awful

7 fish sticks

C. (HW): Assign the questionnaire as HW so that sts have it ready to go for in-class SMGR.

(Practice): In SMGR, sts should find out how compatible they would be with their classmates as roommates.

(FYI): This is the modified version of a questionnaire from the University of Aachen.

D. (Warm-up): Go over a couple of qns with sts to ensure that they know how they should phrase these qns: *Wie findest du Partys?; Gehst du oft ins Kino?*

E. (Pre-Writing): IC comparison: Before sts write this questionnaire, they should consider what different kinds of qns one would ask a student living in a dorm at an American or Canadian university. For Canada, there might easily be a qn about language preferences. Then, ask sts to brainstorm about the kinds of qns one would ask a German student in comparison.

## D. Passen wir zusammen?



Interview another student by asking the questions posed in 3.3C above. Note her or his responses and be prepared to explain in class whether you are compatible or not.

Findest du Partys schrecklich?

Ja, ich finde Partys schrecklich.

Nein, ich finde Partys toll.

Manchmal finde ich Partys toll, manchmal schrecklich.

## E. Unsere WG



Create a questionnaire *auf Deutsch* for potential housemates at your university based on 3.3C above. It should have at least five pairs of opposing statements.

Ich spiele viel Basketball. 1 2 3 4 5 Ich verstehe Basketball überhaupt nicht!

Ich habe viele Freunde. 1 2 3 4 5 Ich habe ein paar Bekannte.



Alpnach, CH

## Organization.

(Thinking cross-culturally): Such a questionnaire might be more common to American and Canadian sts, who tend to live in dorms more often or are even required to do so while attending their respective universities and colleges. However, there are small cultural differences, such as the need to be able to cook since German universities usually don't offer *Mensaessen* on the weekends. You could ask sts about other possible qns that they would consider more German than American, possibly a qn about drinking or smoking. Perhaps you can find surveys used by the housing office at your college/university and adapt them for your classroom. It will resonate with your students who filled them out, and you can discuss in German whether filling out the surveys helped them get paired up successfully with other students. In addition, language such as that above provides excellent models for students' own production with tasks that require them to describe themselves.

F. (HW): Because this reading is relatively challenging, the qns look for specific people, though there is some interpretation needed at times. After you work with the text for information, consider highlighting interesting language 'chunks' and check as well to see if sts see any cultural differences or can relate to any of the speakers.

L. (Answers): *Wer wohnt allein?* Nadine (has an *Einzelzimmer*, but lives in a *Wohnheim*). *Wer hat ein Kind?* Silia. *Wer wohnt in einer WG?* Lissy (sort of) and Carolin. *Wer hat eine kleine Wohnung?* Silia talks about that a lot. *Wer wohnt mitten in der Stadt?* Carolin. What positive adjectives are there? *gemütlich, zentral, großes Zimmer, eigen* is fairly positive.

Direct objects: Nadine: *meine eigene Küche, mein eigenes kleines Bad, ganz viele Fotos und Reisefotos*. Lissy: *ein Zimmer, Küche und Bad, kein Wohnzimmer, seinen eigenen Weg, einen anderen Job*. Carolin: *ein sehr großes Zimmer (mich is an accusative reflexive)* Silia: *ein Schlafzimmer und ein Wohnzimmer, sein eigenes Zimmer, eine größere Küche*.

#### F. Wie wohnst du?

Read the following answers to the question *Wie wohnst du?* and answer the questions that follow.



**Nadine (Lüneburg, DE):** Meine Wohnung ist sehr gemütlich. Es ist im Studentenwohnheim. Es ist eine Einzelwohnung. Ich habe meine eigene Küche und mein eigenes kleines Bad. Ich habe ganz viele Fotos von meinen Freunden und Reisefotos an den Wänden.

**Lissy (Berlin, DE):** Eine Freundin und ich haben jeder<sup>1</sup> ein Zimmer und wir teilen uns Küche und Bad. Wir haben leider kein Wohnzimmer, weil eine größere Wohnung teuer ist. Wir wohnen als Gemeinschaft<sup>2</sup> zusammen<sup>3</sup>. Manchmal kochen und essen wir zusammen. Aber sonst geht jeder seinen eigenen Weg<sup>4</sup>. Sie studiert an einer anderen Universität und hat einen anderen Job. Wir sind befreundet, aber wir wohnen einfach zusammen, weil es preiswerter<sup>5</sup> ist und weil es schöner ist, wenn man nicht allein wohnt.

- 1 each
- 2 community
- 3 together
- 4 way
- 5 less expensive

**Carolin (Paderborn, DE):** Ich wohne in einer WG mit meiner Mitbewohnerin Charlotte. Das ist eine Zwei-Zimmer-Wohnung direkt in der Innenstadt<sup>6</sup>, mit Küche und Bad. Sie ist sehr zentral. Ich habe ein sehr großes Zimmer. Ich verstehe mich sehr gut mit Charlotte und deswegen möchte ich da auch nicht ohne<sup>7</sup> sie wohnen.

**Silia (Tübingen, DE):** Wir haben genau ein Schlafzimmer und ein Wohnzimmer und das ist eigentlich<sup>8</sup> okay, weil Noah ist ja noch ganz klein und er braucht eigentlich noch nicht sein eigenes Zimmer. Aber es ist einfach ein bisschen eng<sup>9</sup> mit Babybett und mit seinen ganzen Sachen<sup>10</sup> und unseren Sachen. Und die Küche ist auch sehr klein und wir möchten eigentlich eine größere Küche, weil wir sehr gern kochen und eigentlich auch jeden Tag kochen.

- 6 downtown
- 7 without
- 8 actually
- 9 tight
- 10 things

*Underline all words that refer to rooms in the apartment.*

Wer wohnt allein?

Wer hat ein Kind?

Wer wohnt in einer Wohngemeinschaft?

Wer hat wohl eine relativ kleine Wohnung?

Wer wohnt mitten in der Stadt?

What positive adjectives do you notice that refer to apartments?

*Now circle all direct objects that you can find in the texts above!*

#### Organization.

(Guessing from context): While popularly considered a best practice, research has shown that contextual guessing is not always a strong strategy for learning new words. Nevertheless, one does need to learn to create meaning from texts when not all the words are known. For activity F above, consider passing out the readings without glosses on a separate paper before sts encounter the glossed version here in the book. Have students do their best with the texts for a few minutes. Then have them decide which TWO words they need to know to understand the text better, and provide those or let them look them up. See if this significantly increases their comprehension of the text. Finally, reveal to them that these texts are part of their homework for the next class period, with glosses in the book. This will show you how to what extent your sts depend on glossing and reveal which sts perform better in the next class period after sitting with the text at home. This exercise will show sts that they must learn to identify what key words they need to look up when they encounter a text without glossing. Looking up all the words slows down the task considerably and often does not add significantly to comprehension. The trick is learning to be efficient in looking up words.



**G. Wie oft ...?** Answer each of these questions about yourself by filling in the blanks.

1. Wie oft isst du am Tag? Ich ess  mal am Tag.
2. Wie viele Stunden am Tag schläfst du? Ich schlaf  Stunden am Tag.
3. Wie viele SMS schickst du am Tag? Ich  SMS am Tag.
4. Wie viele Stunden am Tag machst du Hausaufgaben? Ich  Stunden am Tag Hausaufgaben.
5. Wie oft im Monat gehst du ins Kino? Ich  mal im Monat ins Kino.
6. Wie viele Stunden am Tag surfst du im Internet? Ich  jeden Tag  Stunden im Internet.
7. Wie oft in der Woche gehst du ins Fitnessstudio? Ich  jede Woche  mal ins Fitnessstudio.
8. Wie oft im Jahr kaufst du neue Schuhe? Ich  mal im Jahr neue Schuhe.

**H. Und du?** Ask your partner the questions in 3.3G. Find out about their habits or those of a relative, friend or roommate.


|                                         |                                            |
|-----------------------------------------|--------------------------------------------|
| <i>jede Woche</i> – every week          | <i>zweimal in der Woche</i> – twice a week |
| <i>alle zwei Tage</i> – every other day | <i>zweimal pro Monat</i> – twice a month   |
| <i>jeden Monat</i> – every month        | <i>nie</i> – never                         |
| <i>jedes Jahr</i> – every year          | <i>immer</i> – always                      |

**I. Haustiere**

Working with a partner, ask about what pets you both have. Notice that you can ask either in the singular or plural. You can also ask what the pet is like.



der Fisch, -e  
 der Hund, -e  
 die Katze, -n  
 die Schlange<sup>1</sup>, -n  
 das Meerschweinchen<sup>2</sup>, -  
 der Hamster, -  
 das Kaninchen<sup>3</sup>, -  
 der Vogel<sup>4</sup>, -

- 1 snake
- 2 guinea pig
- 3 rabbit
- 4 bird



G. (HW): Assign as homework. Explain that sts should fill in the *ich* sentences as answers to the qns.

H. (Warm-up): Review present tense and stem-changing verbs. *Schlafen* is a new stem-changing verb. Sts should practice reading the qns and then reporting the partner's answers back to the class. When doing the interviews, don't let sts look at their answers (i.e., read them out of their book), but have them answer while looking at their partner.

I. (Warm-up): Work with the class to get some model questions and phrases they can use, such as *Hast du/Habt ihr Haustiere? Hast du einen Hund/eine Katze?*, etc.

(Ext.): Have sts ask their partner to describe their pets, both in color/appearance/size as well as in personality (assuming there is some personality).

**Organization.**

(Reporting): Many activities in *Auf geht's!* suggest that sts prepare to report their findings. This has the advantage of giving sts the opportunity to speak in connected discourse in a semi-scripted fashion (from notes, NOT simply reading text aloud). However, this can take time and also has the risk of not maintaining the interest of the class.

Due to time constraints, it is generally impossible to have all groups report in a class. Consider having one person/group report, interacting with them (giving corrections/guidance/encouragement), and then have the rest of the groups report to each other (two or three groups together). Or just "call it good" with one report and make sure to call on different students for the next report. Simply preparing to report is good practice, even if students aren't actually called on due to lack of time.

J. (Warm-up): This activity has many moving parts. It practices time expressions, requires sts to create good qns, answer qns freely and then understand and respond to statements. Work first on the phrases of frequency. Ask sts qns from the prompts and have them respond simply with the time. Then work on the infinitives and have sts practice forming the *Wie oft/Wieviel* question. So with *schlafen*, they can ask, "*Wieviel schläfst du pro Tag?*" With *essen*, "*Wie oft isst du am Tag?*" Then make statements about yourself, such as *Ich schlafe 4 Stunden pro Tag* and sts respond *Das ist zu viel/wenig* or *das geht*. Once you have practiced all these parts separately, you can have them practice with partners.



#### J. Das ist zu viel!

Working with a partner, make statements about how much time you spend on various activities. Your partner will respond by saying whether he or she thinks the amount of time you state is appropriate.

Wie oft?

X Stunden, zweimal pro Tag / pro Nacht / in der Woche / im Monat / im Jahr

|                         |                     |
|-------------------------|---------------------|
| schlafen                | laufen              |
| essen                   | schwimmen           |
| (Deutsch) lernen        | Rad fahren          |
| online sein             | Country Musik hören |
| ins Fitnessstudio gehen | Videospiele spielen |
|                         | Cola Light trinken  |

*Give lengths of time for verbs and say whether it's too much or not:*

Das ist (zu) wenig.  
Das geht.  
Das ist (zu) viel!

Student 1: Ich spiele neun Stunden pro Tag Videospiele.  
Student 2: Das ist zu viel!



Berlin

#### K. Die Weiterbildung



Think about the educational needs of your friends and family and look for courses you think five of them could take to improve themselves. Explain your recommendations for them, using the preposition *für* (with accusative) for the people. You might want to review vocabulary related to academic subjects.

Modell: Für meinen Bruder finde ich einen BWL-Kurs. Er arbeitet nicht gern.

K. (Tip): Point out the word order in the model *Für meinen Bruder finde ich...* This is a common pattern in German.

L. (Warm-up): Review family terms and the use of *nicht* and *kein* for negation before having sts do this activity together.



#### L. Habe ich nicht

Working with a partner, ask questions about each other's family and life, reviewing vocabulary from the last units but also working on negation with *nicht* and *kein*. Feel free to use the suggested terms or pick your own.

|             |             |
|-------------|-------------|
| Cousins     | laufen      |
| Kusinen     | schwimmen   |
| Schwager    | viel lernen |
| Großeltern  | schlafen    |
| Geschwister | segeln      |
| Kinder      | Yoga machen |

Hast du Enkelkinder?  
Nein, ich habe keine Enkelkinder!

Läufst du gern?  
Nein, ich laufe nicht gern.

#### Organization.

(Expanding activities): There is nothing sacred about the tasks in *Auf geht's!*. They are our attempt to provide you with meaningful activities that will keep you and your students communicating in German at an appropriate level. But it is wonderful to 'take ownership' of these activities and modify and expand them naturally. You can prepare this before class. In addition, as you increase in experience teaching with *Auf geht's!*, it will become relatively straightforward to create follow-on tasks that reinforce the learning objectives of the activity.

For example, activity L works on negation structures and vocab for family members and free-time activities in German. You can easily expand this by asking sts to come up with vocab other than what is provided. You can also bring your own pre-made sentences and ask if it is "normal" or not, such as a baby who likes in-line skating (yes-no questions). Moving further from the original activity, you can also elicit one-adjective descriptions or reactions to different scenarios (for example, *deine Großmutter kauft einen Computer*). This can be an excellent linguistic workout for your sts!

**M. Mein bizarres Leben**

Write an essay of at least 150 words about your unique way of life using facts from 3.3G (*Wie oft...?*) as well as the writing suggestions given here.



**Openers:** Mein normaler Tag ist sehr schwer.  
leicht.  
normal.  
verrückt.

**Middle text:**

|              |                   |           |                 |                    |
|--------------|-------------------|-----------|-----------------|--------------------|
| Ich schreibe | jeden Tag         |           | für Deutsch     | ein Quiz.          |
|              | jeden zweiten Tag |           | für             | eine Klausur.      |
|              | jede Woche        |           | meinen Freunden | einen Brief.       |
|              | jeden Monat       |           | meiner/meinem   | eine E-Mail.       |
| Ich mache    | jeden Tag         | ungefähr  | Stunden         | Hausaufgaben.      |
|              | jede Woche        | mehr als  | Minuten         | Yoga.              |
|              |                   | insgesamt |                 | gar nichts.        |
| Ich arbeite  | jeden Tag         | ungefähr  | Stunden         | am Computer.       |
|              | jede Woche        |           | Minuten         | an meinem Deutsch. |
|              |                   |           |                 | an meiner Figur.   |
| Ich surfe    | jeden Tag         |           | Stunden         | im Internet.       |
|              | jede Woche        |           | Minuten         | am Meer.           |
| Ich arbeite  | jeden Tag         |           | Stunden         | bei McDonald's.    |
|              | jede Woche        |           |                 | im Café.           |
|              |                   |           |                 | als Kellnerin.     |
|              |                   |           |                 | in einem Büro.     |
| Ich faulenze | jeden Abend       | ungefähr  | Stunden         | zu Hause.          |
|              | am Wochenende     |           |                 | mit Freunden.      |
|              |                   |           |                 | auf der Couch.     |
|              |                   |           |                 | vor dem Fernseher. |

**Closers:**

|                                                  |                                  |
|--------------------------------------------------|----------------------------------|
| Ich habe dieses Semester (nicht so) viel zu tun. | Ich bin gestresst <sup>1</sup> . |
| Ich habe keine Freizeit.                         | verrückt <sup>2</sup> .          |
| wenig Freizeit.                                  | (un)glücklich <sup>3</sup> .     |
| nicht genug Freizeit.                            |                                  |
| viel Freizeit.                                   |                                  |

- 1 stressed  
2 crazy  
3 (un)happy

Mein normaler Tag ist relativ unkompliziert. Ich schlafe vier Stunden. Ich esse fünf Mal am Tag und einmal in der Nacht. Ich surfe 15 Minuten am Tag im Internet, aber ich checke meine E-Mail-Inbox dreimal pro Stunde. Ich sehe 60 Minuten am Tag fern („House of Cards“ oder „The Simpsons“). Ich lerne drei Stunden am Tag und ich arbeite dreimal in der Woche bei McDonald's. Ich spiele keine Computerspiele, aber ich lese ein oder zwei Stunden am Tag Bücher oder Zeitschriften. Ich habe viel Freizeit und ich bin nicht gestresst.

**Opinion statements:**

Es/Das ist (nicht so) schwer.  
(nicht so) interessant.  
(nicht) zu viel.  
(un)nötig.  
Ich lerne (nicht so) viel.  
Ich mache das (un)gern.

G. (FYI): This task has everything: sentence builders, paragraph building tips and an essay model.

(HW): Assign this essay as HW. Tell sts explicitly that you expect them to utilize the sentence structures shown here, but you are also looking for a personalized essay that uses language creatively. Although sts should reference the sample essay, warn them that they may not just copy all of the sentences.

(Tip): Encourage them with how much they can write at this early stage in their German-learning career. Those with more background in German should be challenged to add more of their own ideas and vocabulary to the models provided.

**Organization.**

(Proofreading aloud): Encourage sts to read their essays aloud as they're proofing them. Hearing and speaking in addition to reading triples their practice with the language. If they stick close to the model and sentence builders on pg 75, they will also reinforce their comprehension of German word order and correct endings inside phrases.

# 3.4 Zu Hause

Culture: Running a household  
Vocabulary: Yard & house work  
Grammar: Verb prefixes

A. (HW): Assign as homework. These phrases serve as prompts for in-class discussion in ex C.

B. (Warm-up) a) Have students practice creating present tense sentences from the prompts in activity A: *den Tisch decken* becomes *Ich decke den Tisch*. Remind them that *niemand* is a singular subject: *Niemand deckt den Tisch*.

b) Then work in the *gern/ganz gern*. If they have done this as HW, have them share/check their answers briefly with a partner, then check with the whole class.

C. (Tip): a) Students should refer to their HW in ex A and the forms in B to help them conduct this discussion activity in German.

## A. Wer macht das?

Place a check next to the person in your family responsible for the tasks listed.

|                  | ich                      | andere                   | niemand<br>(no one)      |                      | ich                      | andere                   | niemand                  |
|------------------|--------------------------|--------------------------|--------------------------|----------------------|--------------------------|--------------------------|--------------------------|
| das Essen kochen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | die Blumen gießen    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| den Tisch decken | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | die Einfahrt fegen   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Geschirr spülen  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | den Schnee schaufeln | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kaffee kochen    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | die Blätter harken   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staubsaugen      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | den Rasen mähen      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## B. Gern oder ungern?

Pick five tasks from 3.4A and describe whether you like doing them or not.

ganz gern      nicht gern  
gern            gar nicht gern  
ziemlich gern

Ich koche sehr gern Kaffee.  
Ich sauge gar nicht gern Staub.



Hamburg

## C. Interview

Working with a partner, ask who does each activity at home and whether the person enjoys it or not.



Wer kocht zu Hause das Essen?  
Mein Bruder kocht das Essen.  
Kocht er gern?  
Ja, er kocht total gern.

Organization.

(Total Physical Response): While *Auf geht's!* is not a TPR text (or even TPRS, Total Physical Response Storytelling), it is often good to inject some physical movement into class. Many students learn better if they are physically involved. Gestures can help, as can associating words or grammatical concepts with actual physical activity. Students may resist, but try to set a culture in class where it is normal and even good to be moving around the classroom, interacting with other students and classroom objects. For activity C, have them get up and move about, or show the ideas of *gern* and *gar nicht gern* in activities B and C with their facial expression and verbal intonation in addition to the language only.



## D. Was gibt es wo?

With a partner, look at the list and describe what you would expect to find in each room.



## Room list:

auf dem Flur, in der Küche,  
im Wohnzimmer, im Esszimmer,  
im Schlafzimmer, im Bad,  
im Kinderzimmer, im Hobbykeller,  
im Arbeitszimmer, in der Garage

## Modell:

In der Küche gibt es einen Esstisch.

*For the rooms, just use the phrases listed. You will learn more about these sorts of phrases in unit 4. For the item that is found there, remember to put it in accusative, since it is associated with the verb geben, i.e., 'it gives a table'.*

## Item list:

|               |                    |
|---------------|--------------------|
| das Auto      | das Essen          |
| der Stuhl     | die Getränke       |
| der Fernseher | der Ofen           |
| das Spielzeug | der Computer       |
| der Sessel    | der Schreibtisch   |
| das Fahrrad   | der Kleiderschrank |
| der Esstisch  | die Bar            |



D. (FYI): In this photo, the table is set for a traditional, though casual, German breakfast. Compare to a traditional American breakfast table. Notice there is a teapot, milk, juice in boxes, *Wurst* and *Käse* plates.

(Tip): Have sts bring in photos of their parents' home or even a shot of their dorm room. Alternately, sts could also draw a picture. In SMGR, have sts describe their photos to their group. The rest of the group needs to draw a picture of the photo (without looking, of course). Then, sts compare to see whose drawing looks most like the photo.

## E. Gartenzwerg

Read this text about garden gnomes and answer the questions that follow.

Der Gartenzwerg ist ein Bewohner<sup>1</sup> vieler deutscher Gärten (auch Schrebergärten). Er kommt aus Thüringen und ist über 120 Jahre alt. Der Gartenzwerg ist traditionell eine Figur aus Ton<sup>2</sup>. Manche moderne Gartenzwerg werden aus Plastik (und in China) hergestellt<sup>3</sup>. Traditionelle Gartenzwerg haben einen Bart, tragen eine

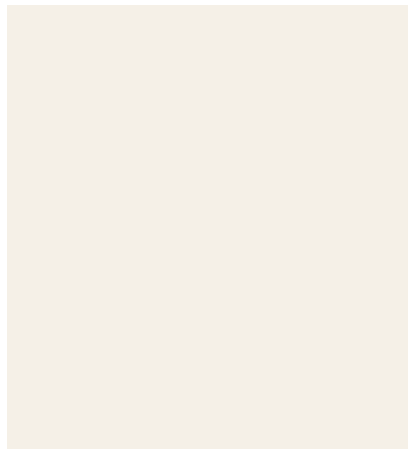
- 1 inhabitant
- 2 ceramic
- 3 made, produced

rote Mütze, rauchen eine Pfeife<sup>4</sup> oder halten eine Laterne in der Hand. Für viele Deutsche sind sie ein Symbol des Spießbürgertums<sup>5</sup>. Es gibt aber auch makabre, ironische oder sogar unanständige<sup>6</sup> Figuren von Gartenzwergen, die von Studenten gekauft und in Gärten aufgestellt werden, um ihre Eltern und Großeltern zu ärgern<sup>7</sup>.

- 4 pipe
- 5 conservative middle class
- 6 indecent
- 7 ärgern – to annoy

1. Woher kommt der Gartenzwerg?
2. Wie alt ist der Gartenzwerg?
3. Gibt es Gartenzwerg in deiner Heimatstadt?
4. Hast du in deiner Heimatstadt typische Figuren aus Ton oder Plastik im Garten? Was für<sup>8</sup> Figuren?

<sup>8</sup> was für – what kind of



E. (FYI): This text connects to the IA 3.4.4 *Schrebergarten*.

(FYI): Emphasize that not that many Germans have *Gartenzwerg* and that it is a culturally loaded topic, reminding Germans often of their grandparents or of a certain middle class existence. Perhaps compare *Gartenzwerg* to inflatable lawn decorations in the US.

## Organization.

(Working with stereotypes): The approach in *Auf geht's!* is to allow and sometimes encourage discussion of stereotypes, looking at them as cultural beliefs and patterns that can instruct us about cultural differences. Naturally, instructors must be cautious here because actual stereotyping, judging others who are different according to simplified and often negative attitudes or beliefs about their characteristics, can be very damaging. Nevertheless, stereotypes can have at least two useful functions: 1) They are a shorthand for general cultural concepts that may be true in the big picture if often false in the particulars (i.e., "Germans are always organized and punctual."); and 2) They point out that differences do exist, though the danger is of attributing negative judgments to these differences.

And remind your students: Not all Germans have *Gartenzwerg*! In fact, it's really only a small percentage... How would you feel if a German asked you if you have inflatable lawn decorations at Christmas like all other Americans?

F. (FYI): This combines logic puzzles, problem solving, negotiation and role-play. Sts should do this in SMGR. Plan enough time for a warm-up, task explanation and execution. Include a presentation or solution swap as a check.

(Tip): There are of course a number of ways to 'solve' this problem, so encourage sts to come up with the best solution that they can see but don't give them the idea that there is only one 'right' answer.

(In class): Have at least one group present their solution orally to the class—you can request clarification and check with other groups as to how they solved the problem differently. Particularly interesting will be the chores left undone.

#### F. Hilfe! Die Eltern kommen!

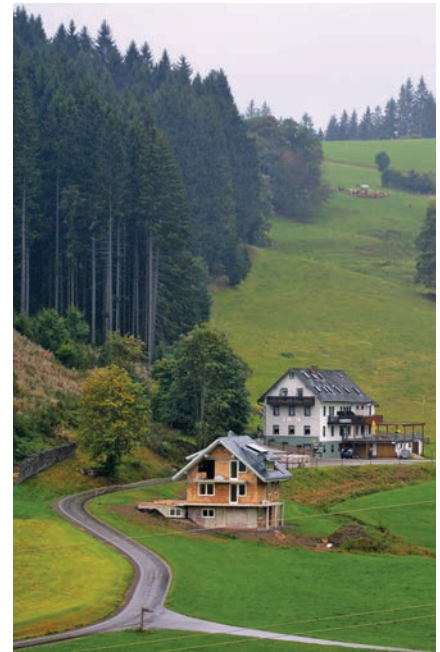
Maike and Markus are in a panic: their parents are returning from vacation in three hours! They had promised to take care of the house and garden and not to have any wild parties while their parents were away, but you know how these things go...

Here is a list of the chores they have not done yet. Maike and Markus have 50 euros. The neighbor boy Jörg is willing to help, but he charges 10 euros an hour and only does *Gartenarbeit*.

Assign tasks to each in the order you think the chores should be performed.

- Chores:
1. das Haus putzen<sup>1</sup> – 1,5 Stunden
  2. den Müll wegräumen<sup>2</sup> – 15 Minuten
  3. das Geschirr spülen und abtrocknen<sup>3</sup> – 45 Minuten
  4. Lebensmittel kaufen<sup>4</sup> – 1 Stunde. *Costs 20 euros total if they cook dinner themselves. Costs 10 euros if they just buy necessities and order dinner out.*
  5. das Abendessen kochen – 1 Stunde, *if they cook it themselves. Take-out costs 30 euros, but takes no time because the restaurant delivers.*
  6. den Tisch decken – 15 Minuten
  7. Blumen gießen – 45 Minuten. *Lots of flowers inside (15 minutes) and outside (30 minutes).*
  8. die Einfahrt fegen – 30 Minuten
  9. die Blätter harken – 45 Minuten. *Must be done before mowing.*
  10. den Rasen mähen – 30 Minuten
  11. den Porsche des Vaters waschen – 1 Stunde

- 1 to clean the house
- 2 to take out the garbage
- 3 dry
- 4 to buy some food



Schwarzwald

Maike

Markus

Jörg

euros spent

chores left undone

#### Organization.

(Problem-solving): Games and similar problem-solving activities are an excellent way to practice a language naturally. Activity F is an example where sts need to negotiate answers and express themselves. Because there are not necessarily right or wrong answers, there is room for difference and disagreement. You can also ask sts how their parents would respond, i.e., which priorities would be higher for them. This could reveal personal and cultural differences worth noting in class.

(Test messages): As you draft your next test, consider what messages your assessment sends the sts. Which skills are worth the most points? Is culture learning important? Will speaking in class pay off? Was it worth it to really work through those reading texts and listen to all the audio on the IA? The test gives as much information to the sts as it does to the teacher.

**G. Wortschatz**

German has a great number of compound nouns, where two or more words are put together to make a new noun. Write as many German compound words as you can in the box using the nouns provided.

|          |         |
|----------|---------|
| Maschine | Zwerg   |
| Bücher   | Mittel  |
| Regal    | Kühl    |
| Fach     | Garten  |
| Schlaf   | Schrank |
| Halt     | Spül    |
| haupt    | Zimmer  |
| Haus     | Wasch   |

die Waschmaschine, ...

G. (Tip): These word elements can all be used to create words from their vocabulary lists.

(Ext.): Bring an additional list of compound words, some real and some 'fake'. Have sts guess which compounds they think are real German compounds.

H. (Warm-up): Review the verbs included here, and see which nouns sts associate with which verbs (they are not given in order!). You can do this by saying one of the nouns and having sts decide which verb or verbs go with it.

I. (Tip): As they say, comprehension precedes production. This is a task that sts can understand and make a choice for in German, but they most likely will not be able to express themselves about it in German without a great deal of time. Work with them as a class to find out what they think, and then see if they can create simple phrases to explain their opinion in German. Learning to express meanings with limited resources is a key skill to develop at this level.

**H. Hausarbeit**

Combine the verbs and nouns into sentences that make sense. Remember that the nouns are direct objects, AND make sure you know whether the verb has a separable or an inseparable prefix!

|              |           |
|--------------|-----------|
| die Wäsche   | wegräumen |
| das Geschirr | decken    |
| der Schnee   | putzen    |
| der Rasen    | gießen    |
| der Tisch    | waschen   |
| das Haus     | schaufeln |
| der Müll     | spülen    |
| die Blumen   | mähen     |

**I. Besser für die Umwelt?**

For each pair, check the item that you think is better for the environment. Naturally these questions can be very complicated!



- |                                 |                          |                          |                                        |
|---------------------------------|--------------------------|--------------------------|----------------------------------------|
| die Wäsche trocknen             | <input type="checkbox"/> | <input type="checkbox"/> | die Wäsche aufhängen                   |
| das Geschirr spülen             | <input type="checkbox"/> | <input type="checkbox"/> | die Geschirrspülmaschine benutzen      |
| den Rasen mähen                 | <input type="checkbox"/> | <input type="checkbox"/> | keinen Rasen haben                     |
| den Schnee schaufeln            | <input type="checkbox"/> | <input type="checkbox"/> | eine Schneefräse <sup>1</sup> benutzen |
| Altpapier recyceln              | <input type="checkbox"/> | <input type="checkbox"/> | Altpapier verbrennen                   |
| einen kleinen Kühlschrank haben | <input type="checkbox"/> | <input type="checkbox"/> | einen großen Kühlschrank haben         |

<sup>1</sup> snowblower

Working with a partner, describe how your family deals with the above items. Ist das gut für die Umwelt?

Wir haben einen Rasen und mähen den Rasen. Das ist vielleicht nicht gut für die Umwelt, aber wir finden unseren Rasen schön. Aber dafür recyceln wir alles!



Organization.

(Culture discussions): While the German classroom should be a German-speaking environment, be open to opportunities for real discussions of cultural topics relevant to the course. For instance, it may be worth 3-5 minutes of class time to check with students whether they think a dryer is a necessary appliance, or if they sometimes let their newly washed clothing air dry. What do sts think? Did they know that many in the German-speaking world rarely use a clothes dryer, instead opting for clothing lines/racks for drying their clothes? Whereas the "obvious" default action in the US is to use a clothes dryer for this task, it is not nearly so "obvious" in other countries. Making concrete connections to sts' real lives is often worth giving up some time in German because sts will remember and be more effective intercultural communicators for it.

## J. Mehrgenerationenhaus

In Germany, *Mehrgenerationenhäuser* bring together several generations to create a space in which people of all ages can learn from one another.

J. (Tip): You could have sts do this ex. in SMGR and report back to the class with their answers, adding other items not in the list if they like.

(Post-Reading): Start a discussion about the pros and cons of living in a *Mehrgenerationenhaus*. Many American sts might find the idea of living with older generations unusual. Then again, your sts probably did not all grow up in nuclear-family homes. Have sts share their familial structures, if they wish. You could also introduce different kinds of families, including not only nuclear and multi-generational, but also other extended and LGBT families.

(Answers): 1. Das Bundesministerium für Familie, Senioren, Frauen und Jugend. 2. Junge und alte Menschen. 3. Sie spielen Spiele, kochen, und unterhalten sich. 4. Eigentlich nicht. 5. Answers will vary, but WWII created many widows, and growing independence of youth along with very low birthrates has led to there being many seniors without strong family connections to younger generations.

Was gibt es in einem Mehrgenerationenhaus? Place a check in the box next to items you think might be typical in a Mehrgenerationenhaus.

- |            |                                            |                                         |                                   |
|------------|--------------------------------------------|-----------------------------------------|-----------------------------------|
| Es gibt... | <input type="checkbox"/> Tische und Stühle | <input type="checkbox"/> Bücher         | <input type="checkbox"/> Computer |
|            | <input type="checkbox"/> eine Küche        | <input type="checkbox"/> ein Schwimmbad | <input type="checkbox"/> Betten   |
|            | <input type="checkbox"/> einen Fernseher   | <input type="checkbox"/> Kaffee         | <input type="checkbox"/> Sofas    |

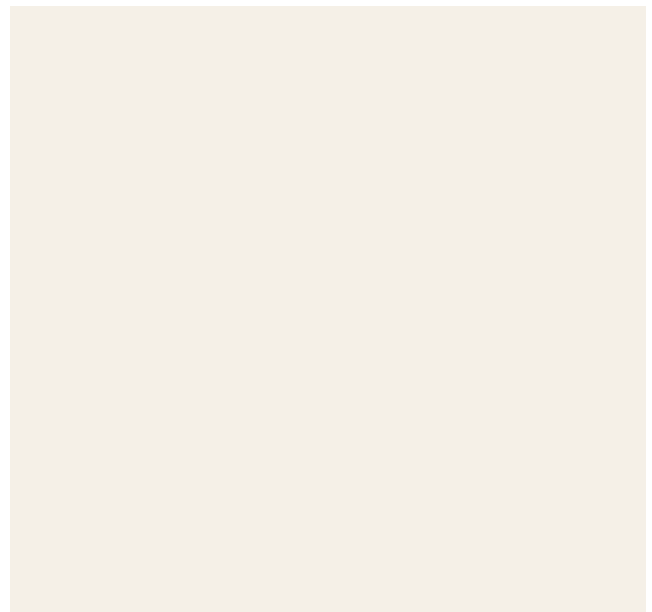
Now read the text and answer the questions below in complete sentences.



Das Bundesministerium für Familie, Senioren, Frauen und Jugend organisiert 450 Mehrgenerationenhäuser in Deutschland. In diesen Mehrgenerationenhäusern treffen sich junge und alte Menschen. Diese Menschen machen verschiedene<sup>1</sup> Dinge zusammen: Sie spielen Spiele, unterhalten sich<sup>2</sup>, kochen und bilden eine Gemeinschaft<sup>3</sup>. In vielen Mehrgenerationenhäusern gibt es Literaturprojekte wie z.B. „Oma<sup>4</sup> liest“. Die Idee dieses Projekts ist einfach: Kinder hören gerne Geschichten und Lesen ist gut für alle Generationen. Andere Mehrgenerationenhäuser haben ein Café für Frühstück, Mittagessen und Kaffee und Kuchen. Im Café treffen sich Jugendliche<sup>5</sup>, Alleinlebende, Eltern und Senioren und essen gemeinsam. Speziell für Senioren gibt es auch eine „Seniorenakademie“ mit Computer-Kursen.

- 1 different
- 2 sich unterhalten – to converse
- 3 community
- 4 grandma
- 5 youth (teens)

1. Wer organisiert die Mehrgenerationenhäuser in Deutschland?
2. Wer trifft sich in diesen Mehrgenerationenhäusern?
3. Was machen diese Menschen zusammen? Nenne zwei Beispiele!
4. Ist die „Seniorenakademie“ auch für junge Menschen?
5. What societal issues might have led the German government to establish Mehrgenerationenhäuser?



Organization.

(Drawing comparisons): Intercultural learning includes exploration of different perspectives. The many comparing activities throughout *Auf geht's!* and especially in the IA get sts thinking not only about what is different but also how and why. This is a first step toward thinking about how to communicate effectively and satisfactorily to people from a different culture. These skills are transferable. Who can't benefit from a little training in the presentation of sensitive information and in filtering and interpreting input based on the speaker?



## K. Den Haushalt schmeißen

Federica (Göttingen, DE) explains how she shares household duties with her boyfriend. Read what she says and answer the questions that follow.

Seit vier Jahren wohne ich mit meinem Freund Sebastian in Göttingen zusammen. Wir haben eine schöne Wohnung mit drei Zimmern, einer Küche, einem Bad und einem kleinen Balkon. Bei so viel Platz<sup>1</sup> gibt es immer ganz viel im Haushalt zu tun! Wir haben keinen Putzplan, aber den brauchen wir auch nicht, denn wir haben unsere eigene Routine.

Sebastian spült das Geschirr und putzt die Küche, ich putze das Bad und räume im Wohnzimmer auf. Alles andere – einkaufen, staubsaugen, Fenster putzen, Wäsche waschen – machen wir gemeinsam. Beim Kochen wechseln wir uns ab<sup>2</sup>, aber meistens kocht Basti, weil er früher von der

- 1 space  
2 abwechseln – to trade off

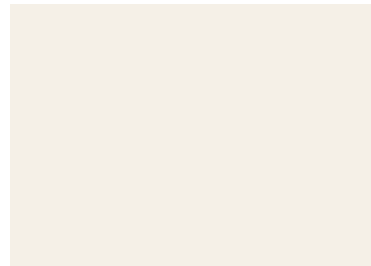
Uni nach Hause kommt als ich. Das freut mich, denn er kann sehr gut kochen!

Ich kümmere mich meistens um<sup>3</sup> die Post und um finanzielle Sachen wie Miete<sup>4</sup> und Stromrechnungen, weil Basti da nicht so viel Lust zu hat. Aber er repariert alle Dinge im Haushalt, die kaputt gehen. Bei uns geht ziemlich viel kaputt, weil fast alle unsere Geräte alte Sachen<sup>5</sup> von unseren Eltern sind. Aber weil Basti und ich gern Geld sparen<sup>6</sup>, können wir uns oft auch neue Geräte leisten<sup>7</sup>, wenn die alten kaputt gehen.

- 3 sich kümmern um – to take care of  
4 rent  
5 things  
6 to save  
7 to afford

| Wer macht was?  | Federica                 | gemeinsam                | Sebastian                |
|-----------------|--------------------------|--------------------------|--------------------------|
| kochen          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wäsche          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bad putzen      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| einkaufen gehen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Geschirr spülen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staubsaugen     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Küche putzen    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reparaturen     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rechnungen      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| aufräumen       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Was denkst du? Ist der Plan von Federica und Sebastian traditionell? Modern? Normal? Nicht normal?



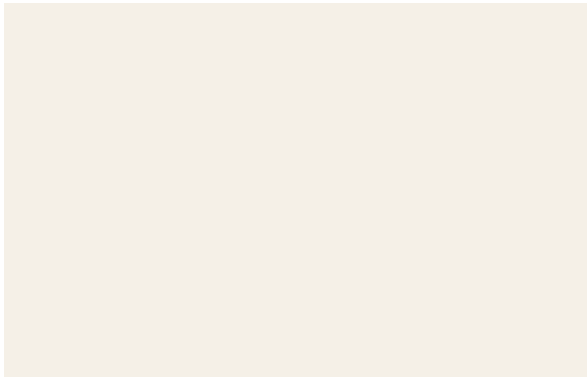
K. (Warm-up): Review with sts who is responsible for what jobs in their homes (and where they currently live if not at home). Who does the jobs listed? Are there jobs listed that no one does?

(Ext.): Discuss the idea of a *Putzplan*. Does that seem to be stereotypically German? Do they have a *Putzplan* where they live? If so, do people keep to it? Could they follow a *Putzplan* if they were living in a WG in Germany?

L. (Post-writing): Have sts bring a printout of their essay to class. Break them into SMGRs and take turns reading what they wrote. Those listening should ask 3-5 qns for more information, clarification or other follow-up qns. Brainstorm these sorts of follow-up qns with the entire class before doing the activity. This helps promote active listening and develops conversational skills.

## L. Unser Haushalt

Describe how your house is run. Who does what? Use the phrases in Federica's text in 3.4K above to describe who does what, either at what you consider home or where you currently live if it's different. Look at what Federica says carefully to see how you can write your sentences!



## Organization.

(Housework as a topic): Some topics chosen for *Auf geht's!* do not appear high up in word-frequency lists, but they are nonetheless useful for beginners to learn because they are concrete, everyday (or every week/month) activities with which sts have strong associations and memories. Class and cultural differences may also become apparent, which can be interesting to note and discuss in class.

Sts may be interested in cultural differences. Germans may be slightly more gender-equitable than the US when it comes to housework, though this varies by region (e.g., former East Germany vs. West Germany). On the other side of the world, it's common for many Latin Americans to have domestic help, which is often associated with the upper class in the US. It can be surprising how something as mundane as doing the dishes can bring up larger debates across cultures such as gender roles, class stratification, etc.

# 4.1 Restaurant

Culture: Restaurants & eating out  
Vocabulary: Food terms  
Grammar: Modal verbs

A. (HW): Generally this is assigned as HW. Elicit ideas and write them on the board. Check for extra associations, and then, for some of the adjectives, see if there are multiple associations for that adjective. Focus on key words for food, such as *scharf*, *süß*, *gesund*, *lecker*, etc.

B. (Tip): This is a very abstract and open-ended activity because there are many reasons why food may fit or not fit together, and it is highly personal and significantly cultural.

(Warm-up): You can begin work with this activity by positing two foods and asking sts to write on their own or work with a partner to come up with as many reasons or situations as they can where that is a good combination. This promotes a game-like problem-solving competition.

C. (Ext): For an interview activity like this, speed-dating may work well. Divide your students into 2 groups. Have them pair off in a line or some form thereof. One group of students remains seated while the other group moves over one student every time you say Halt. Allow sts to speak for 60-90 seconds, then they move on. This helps practice and keeps it fresh.

## A. Assoziationen

What do you associate with the following kinds of food? Write three adjectives for each item, using words from your current and past vocabulary lists.

mexikanisch

indisch

amerikanisch

italienisch

thailändisch

## B. Was passt gut zusammen?

From the following list, make pairs of foods that work well with each other in your opinion.

Eis und Schokolade  
passen gut zusammen.

Kartoffeln  
Nudeln

Salat  
Schinken

Schnitzel  
Suppe

Wurst  
Zwiebel

Wein  
Bier

## C. Interview

With a partner, ask each other these questions. Be honest!



Kreuzberg Cafe, Berlin

Kochst du gern?  
Kochst du gut?  
Bist du Vegetarier?  
Wie oft kochst du?  
Für wen kochst du?  
Was kannst du gut kochen?

## Organization.

(YouTube): This unit provides many opportunities for integrating simple YouTube videos into your class because eating and drinking are such common human activities. Search for appropriate videos based on key words in this unit. Searching for different foods or restaurant chains can bring up advertisements, how-to videos and recipes (also good for beginners since the vocabulary domain is limited and the context well known). Possible activities for such videos: show them in class with partially filled-out transcripts and have students listen for the missing words; assign them to student groups to transcribe as much as they can; have them make a recipe themselves as a project based only on the video; have sts view them outside of class and comment on them in German on the webpage itself or ask the video's creator questions in German. After an initial bump of reluctance, sts can get a thrill out of speaking with a "real German" *auf Deutsch* via YouTube comments, etc. Even this early in their German career, they have the ability to communicate with native speakers!

## D. Restaurants

Examine the four advertisements below and answer the questions about them.






1. In welcher Stadt sind diese Restaurants?

2. Wo kann man italienisch essen?

3. Wo findet man eine Kegelbahn? (Look up Kegelbahn in the internet to see what it is.)

4. Ich esse gern Fleisch. Wo soll ich essen gehen?

5. Es ist Montag. Wo kann man essen?

6. Ich möchte wissen, wann Duck Dich geöffnet hat. Wie kann ich diese Information finden?

7. Wo kann man billig essen?

8. Ich will eine Party bei mir zu Hause haben. Welche Restaurants bringen mir das Essen ins Haus?

9. What do you think Anno 1799 means?

10. Find Duck Dich, Landhaus Meister or Raffaello online, check out the menu and write here what dish you would like to try.

D. (Tip): Point out that times are given on the advertisements with a 24-hour clock and that house numbers appear after street names.

(FYI): A *Kegelbahn* is a bowling lane (see qn #3). *Kegeln* is a type of German bowling game. The balls and pins are smaller than the American version. The lane is also shaped differently, whereby the lane narrows in the middle section and widens at the end where the pins stand. One often finds a *Kegelbahn* in the basement of a family restaurant and/or pub.

FYI: A *Ruhetag* (see qn #5) is not uncommon in Germany. Ask sts if stores and/or restaurants in their town or in the US in general also have a *Ruhetag*. When and where? Or why not?

(Tip): If you have a smart-classroom, consider visiting the McDonalds.de website. Here you'll find music, ads and authentic language in German. However, be aware: McDonald's in Germany sometimes likes to publish menus or messages in English or "Denglish," which is a mix of German and English.

Organization.

(Motivating sts with their HW): Not all sts do quality homework. A well placed quiz can help motivate them. For example, tell sts they will take a quick quiz on working with the realia after doing activity D as HW. The goal in activity D is not to know the answers, but instead to practice getting the information right. Design your quiz appropriately. You can test if sts practiced at home by limiting the amount of time for the quick quiz. If sts have already worked with the texts, they will answer qns more quickly.

(Possible ans to ex. A): 1. Kassel. 2. Raffaello. 3. Landhaus Meister. 4. Duck Dich, Raffaello. 5. *nicht Landhaus M.* 6. Call on the telephone or check online. 7. Probably the least expensive is Goldener Löwe buffet for 5,50€. 8. Raffaello. 9. "Anno" = founded in the year.

E & F: Assign as HW in preparation for ex G.

F. (Warm-up): a) Complete this activity on a transparency, whiteboard or projector in advance to provide a model for the sts. Have sts describe the ideal restaurant.

b) Before sts do ex., introduce *für* as a preposition. In German, prepositions can determine the case of the related noun. *Für* is an accusative preposition. The noun following *für* must be in the accusative case. Practice the *für*-phrases in ex F aloud – use choral repetition so they sound right.

G. (Warm-up): You could also use your model of ex F as a warm-up for ex G.

(Tip): Have sts complete ex G in SMGR of 3-5.

(Ext.): Have the groups present their most noteworthy description to the class.

### E. Mein Lieblingsrestaurant

Read Stephanie's (Erfurt, DE) description of her favorite restaurant and answer the questions that follow.



Das Restaurant, in dem ich gerne esse, ist in Kiel. Das ist mein Lieblingsrestaurant. Das ist ganz groß und das ist in einer ehemaligen Lagerhalle<sup>1</sup>. Und sie haben das ausgebaut<sup>2</sup>, viel Holz<sup>3</sup>, viele kleine Fenster, Kamin<sup>4</sup>, drei Etagen<sup>5</sup> und sehr gemütlich, ganz viele Blumen, ganz grün und sehr groß.

- 1 former warehouse
- 2 renovated
- 3 wood
- 4 fireplace
- 5 level, floor

1. List the adjectives Stephanie uses to describe her favorite restaurant.

2. What nouns (things) does Stephanie associate with her favorite restaurant?

3. Was isst Stephanie gern?

- a. Fleisch
- b. Holz
- c. Blumen
- d. Das steht nicht im Text<sup>6</sup>.

<sup>6</sup> not in the text

4. Was ist für Stephanie wichtig?

- a. Das Essen im Restaurant.
- b. Die Atmosphäre im Restaurant.
- c. Das Restaurant ist nicht weit weg.

### F. Ein Restaurant

Fill in the blanks to create a description of a restaurant near your college or university.

Das Restaurant ist \_\_\_\_\_, \_\_\_\_\_ und \_\_\_\_\_. (3 adjectives)

Das Restaurant serviert \_\_\_\_\_ und \_\_\_\_\_. (2 types of food)

Das Restaurant ist für \_\_\_\_\_ bekannt<sup>7</sup>.

<sup>7</sup> well known

die Atmosphäre

die Musik

die leckeren Nachtische

die Fischgerichte

die guten Preise

die Weinkarte

die vielen Vorspeisen

die Nudelgerichte

den schnellen Service

viele Pizzasorten

vegetarisches Essen

die gute Bedienung

Ein Abendessen kostet so zwischen \_\_\_\_\_ und \_\_\_\_\_ Dollar.

Das Restaurant ist in der Nähe von \_\_\_\_\_.

### G. Rate mal!

Now describe your restaurant using the sentences above as a starting point. Your classmates will try to guess which restaurant you are describing.



Organization.

(International brands): Consider tracking down commercials or print advertisements for brands known to your students (such as Corn Flakes or Oreos) and have students view them outside of class (or show them in class). You can do some language work with these, but it is also very profitable to focus on intercultural aspects: how do these advertisements differ from ones your students already know? Do they seem to be culturally appropriate? Fast food restaurants are a good candidate here (McDonald's, KFC, etc.) – see if you can find a McDonald's menu from Germany online or a video of a McDonald's from Europe and have sts discuss any differences they can spot.

(Culture): There are a few images here (such as the photo above) that may be unsettling to some sts such as committed vegetarians. Encourage your sts to look at these images as parts of the target cultures, whether they (or you!) would partake in them or not.



## H. Was isst du gern? Check the boxes below and fill in answers where indicated.

### 1. Isst du gern...

[check applicable]

- |                                        |                                         |                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------|
| <input type="checkbox"/> persisch?     | <input type="checkbox"/> Fast Food?     | <input type="checkbox"/> in der Mensa?      |
| <input type="checkbox"/> indisch?      | <input type="checkbox"/> Nudeln?        | <input type="checkbox"/> im Bett?           |
| <input type="checkbox"/> japanisch?    | <input type="checkbox"/> Pizza?         | <input type="checkbox"/> vor dem Fernseher? |
| <input type="checkbox"/> thailändisch? | <input type="checkbox"/> Brokkoli?      | <input type="checkbox"/> allein?            |
| <input type="checkbox"/> mexikanisch?  | <input type="checkbox"/> Pommes frites? | <input type="checkbox"/> mit den Eltern?    |
| <input type="checkbox"/> chinesisches? | <input type="checkbox"/> Salat?         | <input type="checkbox"/> um Mitternacht?    |

### 2. Bist du Vegetarier oder Vegetarierin?

- ☐ Ja, ich bin Vegetarier(in).  
☐ Nein, ich bin kein(e) Vegetarier(in).  
☐ Ich esse kein Fleisch.  
☐ Ich esse keine Eier<sup>1</sup>.  
☐ Ich esse keine Milchprodukte.  
☐ Ich esse am liebsten Fleisch.

<sup>1</sup> eggs

### 3. Was isst du lieber?

- |                                       |      |                                      |
|---------------------------------------|------|--------------------------------------|
| <input type="checkbox"/> Fleisch      | oder | <input type="checkbox"/> Gemüse?     |
| <input type="checkbox"/> Wurst        | oder | <input type="checkbox"/> Schinken?   |
| <input type="checkbox"/> Salat        | oder | <input type="checkbox"/> Suppe?      |
| <input type="checkbox"/> chinesisches | oder | <input type="checkbox"/> japanisch?  |
| <input type="checkbox"/> Reis         | oder | <input type="checkbox"/> Kartoffeln? |

### 4. Wo isst du am liebsten?

- ☐ bei McDonald's.  
☐ in der Mensa.  
☐ in einem Café.  
☐ bei meinen Eltern.  
☐ bei mir zu Hause.  
☐ bei Freunden.

### 5. Wie heißt dein Lieblingsrestaurant?

Mein Lieblingsrestaurant heißt



Stein am Rhein, CH

### 6. Wie ist dein Lieblingsrestaurant?

- Die  sind .
- Die  sind .
- Die  sind .

Die Hauptgerichte sind teuer.

Hauptgerichte  
Getränke  
Salate  
Nachtische  
Pizzen  
Vorspeisen

lecker  
billig  
teuer  
gesund  
ungesund

H. (Warm-up): As a class, ask sts the qns for activity H and write their responses on the board.

(In class): Practice pronunciation of new words and especially nationality terms.

(Practice): Have sts take their books and walk around the classroom, asking the questions in the ex. Have sts interview multiple other sts and have that interviewee write their name or initial next to the ans they prefer.

(Post-interview): Have sts report back with their classmates' choices. Ask follow up qns.

(Tip): You may wish to point out the use of the preposition *bei* for people.

I. (Tip): Remember to have sts mix it up a bit and get different partners, not just the sts they usually sit next to.

## I. Interview

Ask a partner questions from 4.1H above. Answer in full sentences for practice!



Isst du gern arabisch?

Ja, ich esse gern arabisch.

Nein, ich esse nicht gern arabisch.

Organization.

(Comprehension vs. production; Input +1): Sts can understand more than they can produce. In fact, the ideal input for most sts is language just a little bit beyond what they can produce themselves. This type of input helps them progress. This same idea can be applied to talking about grammar. Don't be afraid to push your sts.

(Prepositional phrases): Having noted that you can push your sts to some extent, you also do not want to overload them with grammar. In other words, don't dump the dative case and all its intricacies on your sts. If they ask, give a brief statement and promise a fuller explanation later. You can talk with the Latin-loving grammar guru after class. Sts can use the phrases in activity H, learning them as chunks, like vocabulary. Remember that the *Auf geht's!* approach is embedded and integrated grammar learning.

## J. In welche Restaurants gehst du gern?

Read the following texts and answer the questions that follow.

J. (FYI/Tip): The qns for these texts are in English as a form of scaffolding. They point to information sts should be looking for without glossing them. Although the qns are in English, discussion in class about them should be in German. Recast the questions in German and use the qn number to orient your sts, and have them express themselves in German. Their answer in the text may consist only of names, but have them form larger chunks of language in class and show or explain in the text where they find the information they needed.

(Answers): 1. Christian (*japanisch*), Sonja, Laura. 2. Sonja. 3. Christian. 4. Emily. 5. Christian, Sonja, Emily (if you call Pizza Hut Italian). 6. Laura.

(FYI): *Mögen* is used with food where in English you would use 'like'.

(Ext.): You can extend the 'how would you say' activity by having sts find additional chunks of useful language or by giving them a few more chunks from the text and having them say something more personal or different (practicing the modification part of creative copying).

## Organization.

(How would you say...?): Throughout the *Auf geht's!* program we encourage "creative copying," using models for sts' own production. This involves a) recognizing structures that are worth utilizing and b) practicing modifying them to fit communicative needs.

To complete the last part of activity J above or while working on activity M on the next page, students must first a) find a suitable structure by scanning the reading texts; b) analyze the structure to see how it works in German; and then c) make changes so that the structure remains but with changed meaning. Sts will not always get these right and may need to learn different particulars, but the point is to have them focus on what they are reading and hypothesize about how they can change, extend or modify the text to personalize the meaning for themselves.

**Christian (Bad Homburg, DE):** Am liebsten gehe ich in italienische Restaurants. Ab und an<sup>1</sup> gehe ich in Restaurants, die teurer sind, und dann ist es ganz egal<sup>2</sup>, welches, ob es ein italienisches Restaurant ist oder ein deutsches Restaurant. Was wir gerne essen ist japanisch. Was ich nicht so gerne mag ist chinesisches oder thailändisches Essen.

**Emily (Bad Homburg, DE):** Also Pizza Hut, das ist bei uns in der Stadt, das mag ich total gerne. Oder wir haben auch ein Restaurant, das heißt Kartoffel-Küche, das ist ganz lecker dort. Manchmal fahren wir schnell zu McDonald's, wenn die Mama abends keine Zeit zum Kochen hat.

- 1 every now and then  
2 egal sein – it doesn't matter

1. Who likes Asian food?

2. Who likes to cook?

3. Who mentions going to a German-style restaurant?

4. Who is probably still living at home?

5. Who likes Italian food?

6. Who may be lactose intolerant?

Mögen vs. gern machen:

Circle all the verb forms of *mögen* in the texts above, and underline any form of *gern* + verb (including the superlative *am liebsten*).

Based on the interviews above, how can you say the following in German? Write the number of the sentence here next to the place in the texts above where you find the structure/pattern you are using.

7. I'm very open.

8. My mother travels often on business.

9. I don't really like Mexican food.

**Sonja (Berlin, DE):** Italienisch, türkisch, griechisch, chinesisches. Ich bin ziemlich<sup>3</sup> offen, aber ich koche auch sehr gerne. Mein Mann geht mehr essen, weil er beruflich<sup>4</sup> mehr unterwegs<sup>5</sup> ist.

**Laura (Berlin, DE):** Es gibt ein vietnamesisches Restaurant im Prenzlauer Berg, das heißt Vietnam Village, und ich mag das ganz gern. Es ist minimalistisch, aber trotzdem noch gemütlich. Dieses vietnamesische Essen kann ich in letzter Zeit ganz gut essen, weil sie nicht so viel Milchsachen verwenden<sup>6</sup>. Und sie haben auch leckere Teesorten und Currysachen.

- 3 fairly  
4 work-related  
5 unterwegs sein – to be traveling  
6 to use



Cron & Lanz, Göttingen

**K. Essgewohnheiten**

Write four German sentences about your eating habits. Three sentences should be true and one should be false.

Other students will try to guess which of your statements is false – see if you can fool them.

Ich frühstücke nicht.  
Ich esse achtmal im Monat bei McDonald's.  
Ich esse keine Pizza.  
Mein Lieblingsessen ist Catfish mit Ketchup.  
Ich esse gern Schnecken<sup>1</sup>.

<sup>1</sup> snails



einmal in der Woche – *once a week*  
zweimal im Monat – *twice a month*  
dreimal am Tag – *3 times a day*

K. (HW): Assign as HW. Warn sts ahead of time that if they do not bring their HW to class, they will not be able to play the game. (Consider having them do a pop quiz or writing assignment instead!)

L. (Tip): This is the in-class game based on homework done in ex. K. Do in SMGR. Encourage sts to do most of the negotiating/deciding in German, using the phrases in the LB.

M. (HW): This is the type of HW that could be a quick oral report. In SMGR, have 4 sts present what they wrote.

(Post-Writing): Have sts read their descriptions aloud. Ask sts which st is the most typically American. Which st is the most unusual? What are typical eating habits of Americans? Have sts compare these with typical German eating habits/traditions.

**L. Ratespiel**

In small groups, read your sentences from 4.1K above. The others in the group must decide together which statement is false.

Nummer 2 stimmt nicht.  
Ich glaube...  
Nein, Nummer 2 stimmt schon.  
Ich weiß es nicht.  
Sagen wir Nummer 5.  
Das war gelogen!  
Ätsch!

*Number 2 isn't right.*  
*I think...*  
*No, number 2 is right.*  
*I don't know.*  
*Let's go with number 5.*  
*That was a lie!*  
*Ha ha, fooled you!*

**M. Was und wo ich gern esse**

Write 6-7 sentences about a place where you like to eat. Use the models from 4.1E, 4.1H and the interviews in 4.1J. Your instructor will be thrilled if you include modal verbs and prepositions like *für* and *ohne*.

Ich esse gern in teuren Restaurants.  
Ich gehe aber nie ohne meine Freunde in ein teures Restaurant.  
An meinem Geburtstag möchte ich bei meinem Lieblingsitaliener essen. Meine Eltern wollen aber lieber mexikanisches Essen.

**Organization.**

(The rule and the exception): Refer back to the unit 1 discussion about stereotypes, what it means to be "typical" and individual variation. We can hardly discuss culture without making some generalizations. Be honest when making generalizations and point out that there is great variety among Germans, e.g., in people's eating habits, just as there is among Americans. Remind sts that there can be many, many exceptions to a generalization without making the generalization untrue. For example, you may have some sts who are very focused on health and good nutrition – or even live in a city known for such things – without invalidating the general idea that people in the US love fast food a bit too much. North America is such a large and diverse place that a local majority (i.e., healthy eaters in one st's social circle) can be a regional or national minority (i.e., in a country that loves fast food).



## 4.2 Trinken

Culture: Drinks & drinking  
Vocabulary: Meals & beverages  
Grammar: Indirect objects / dative case

A. (Warm-up) Introduce the terms for beverages in class and ask several sts if they drink it, and if so, whether they drink it *nicht so oft*, *oft*, or *immer*. Prepare images with beverages to display and ask them to identify them in German.

B. (Warm-up) Go over the various time phrases and the base question *Wie oft trinkst du X* before having sts work together. Have them switch to a 2nd partner after finishing. You may want them to just ask about 5 drinks instead of all 10.

C. (Warm-up) Go over the patterns for production carefully with sts to make sure they understand how it works. Have them check their answers with a neighbor for a few minutes if they did this as HW. Check some of the responses to verify that they are doing the sentences correctly. Then ask other sts without letting them read from their answers here.

(Ext.) Bring some additional questions in the same format for them to answer either with a partner or with the entire class, such as:

*Was trinkst du nach dem Deutschkurs?*

*Was trinkst du im Kino?*

### A. Wie oft?

How often do you drink the following?

|            | nie                      | nicht oft                | oft                      |
|------------|--------------------------|--------------------------|--------------------------|
| Wasser     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kakao      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Milch      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kaffee     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tee        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cola       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cola Light | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bier       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rotwein    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sekt       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Göttingen

### B. Wie oft und wann?

Working with a partner, ask each other how often you each drink the beverages listed in 4.2A. Also ask your partner when he or she usually drinks them.



morgens / nachmittags / abends / am Wochenende

Wie oft trinkst du Cola?

Ich trinke sehr oft Cola.

Wann?

Morgens, nachmittags und abends. Immer!

### C. Was trinkst du, wenn...?

Answer the questions in complete sentences. Look carefully at the examples for the word order. The verb needs to be the second element in the sentence, even when the first is a phrase or a clause (a group of words that acts as a single unit).

1. Was trinkst du zum Frühstück?
2. Was trinkst du zum Abendessen?
3. Was trinkst du, wenn du lernst?
4. Was trinkst du, wenn du im Stress bist?
5. Was trinkst du auf Partys?
6. Was trinkst du beim Sport?

Wenn ich lerne, **trinke** ich Kaffee.

Auf Partys **trinke** ich Bier.

Ich **trinke** Gatorade beim Sport.

### D. Interview

Work with a partner and ask the questions in 4.2C. Try to answer without looking at what you already wrote!



Organization.

(Bottled water): This can be a nice discussion topic for class. How many students drink bottled water? Is it too expensive? Is it good/bad for the environment? Why do students drink bottled water? Safer? Convenient? Better taste? Do sts prefer "still" water or carbonated water? Which do they expect to receive by default if they ask for a bottle of water at a restaurant? How does this compare with Germany? (You may need to help with the German side of things if sts haven't been through the IA for this section yet.) Do sts know people who don't drink tap water in the USA/Canada? Does anyone have qualms about the quality of tap water in North America? Do they prefer to use a filter? Hopefully sts will come to see that even a topic like bottled water can have completely different connotations in a different culture.



## E. Eine Geburtstagsparty

Read through the invitation and answer the questions in full sentences.



**Einladung zu meiner 30. Geburtstagsfeier!**

**Wo?** In der Alten Ziegelei<sup>1</sup> in Mainz!

(Bei mir zu Hause ist nicht genug Platz!)

**Wann?** Nächsten Samstag, 14. Juni, ab 18 Uhr

**Warum?** Weil ich älter werde (und du auch!)

**Was gibt es?** Bier und Essen. Alkoholfreie Getränke für die Fahrer/Kinder/Hunde

**Was kannst du mitbringen?** Wein, Sekt und alles, was dein Kopf erträgt<sup>2</sup>!

**Was darfst du noch mitbringen?** Hunde, Kinder, Partner! Keine Eltern... die sind zu alt!

**Geschenke?** Keine!

**Spenden?** Immer willkommen!

**Fragen?** Ruf mich einfach an!

<sup>1</sup> brickyard

<sup>2</sup> ertragen – to tolerate, bear

<sup>3</sup> donations

1. Warum gibt es eine Party?
2. Ist die Feier an einem Wochentag oder am Wochenende?
3. Wen darf man mitbringen?
4. Was gibt es auf der Feier zu trinken?
5. Was sollen die Gäste zum Trinken mitbringen?
6. Was soll man machen, wenn man Fragen hat?

E. (Tip): a) Instead of asking the questions, have sts call out cue words from the invitation, e.g., *Mainz, Bier, anrufen*. Then, sts should guess under which question they would find this info. For example: *Bier - Was gibt es?*

b) Go over the separable-prefix verb *stattfinden*.

(FYI): *Glühwein* is warm, mulled (spiced) wine. This is generally served in winter, especially around the winter holidays, and in particular at the German Christmas markets or *Weihnachtsmärkte*.

*Just for fun, look up where the birthday party takes place (try using „Alte Ziegelei Mainz“ in a search engine).*

Organization.

(Review and recycle): Make opportunities to review previously taught materials and/or reuse previously used teaching materials. For example, have sts look back through the book, or even forward, and find pictures of people drinking or eating or engaged in other kinds of activities. Have sts work in SMGR and give them 5 minutes to find a picture and write as many descriptive statements about a photo as possible. Which group can write the most? Have sts present their photo to the class.

F. (Warm-up): Have sts make an associogram that includes all the drinks they drank yesterday. Introduce the words *Sprudelwasser* and *Leitungswasser*.

(Photo): Cafe Prückel in Wien. (www.prueckel.at) Note that coffee in Vienna is served with water. Is coffee served with water in the US or Canada? If so, where? Ask sts to consider why someone would serve water with coffee.

(Answers): 1. *Nein*. 2. *Sprudelwasser (Mineralwasser)*. 3. *Er meint, es gibt viele Leute, die es trinken*. 4. First two answers should be checked.

F. (Tip): These qns may work best as an instructor-led class discussion looking at issues surrounding bottled water, such as effect of plastic on the water, energy costs, actual safety, etc. Sts can understand a great deal more than they can say, so give them yes/no or very specific ways of responding in simple German to complicated matters.

#### F. Leitungswasser

Martin (Göttingen, DE) has reservations about drinking tap water in Germany. Answer the questions that follow the text and be ready to discuss your thoughts on bottled water vs. tap water.



**Frage:** Was halten Sie von Leitungswasser?

**Martin:** Also, ich trinke es eigentlich nicht. Ich kaufe immer so „Volvic“ oder auch Sprudelwasser<sup>1</sup>. Aber es gibt viele Leute, die es trinken und dann einen Filter haben und das dann aufsprudeln<sup>2</sup>, aber ich, ich halte nicht so viel davon<sup>3</sup>. Weil man auch nicht weiß, wie gut die Leitungen<sup>4</sup> sind und wie gut das Wasser ist, was nun wirklich bei einem ankommt. Also, wenn die es beim Wasserwerk testen, dann ist es so eine Sache<sup>5</sup>. Man weiß nicht, was zu Hause dann wirklich ankommt.

1 sparkling mineral water

2 to carbonate

3 viel von etwas halten – to think highly of something

4 pipes

5 Das ist so eine Sache – That's one thing

1. Trinkt Martin Leitungswasser?

2. Was trinkt Martin, wenn er kein Leitungswasser trinkt?

3. Was meint Martin: Trinken viele Menschen Leitungswasser oder nicht?

4. Warum trinkt er kein Leitungswasser? Markiere die richtige Antwort:

- ☐ Er denkt, dass das Wasserwerk nicht richtig testet.
- ☐ Er ist sich nicht sicher, wie gut das Wasser dann zu Hause ist.
- ☐ Er hat keinen Filter zu Hause.

#### G. Trinkwasser

Discuss what students on your campus do for water consumption. Take a look at the questions to get started.



Trinken die meisten Studenten Wasser aus einem Trinkbrunnen<sup>6</sup>?

Sind wiederverwendbare<sup>7</sup> Wasserflaschen (z.B. von Nalgene) beliebt?

Trinken viele Studenten Fiji-Wasser?

Gibt es auf dem Campus viele Automaten, an denen man Einwegflaschen<sup>8</sup> kaufen kann?

Ist das Trinkwasser in deiner Stadt gut?

6 drinking fountain

7 reusable

8 disposable bottles



Heurige, Wien, AT

Organization.

(Please squeeze the photos): Still thinking about recycling? Consider using some photos from the LB, like the ones on this pg and the next to help sts work on estimating heights and weights, e.g., of the beer and glass in the photo on page 91 or the full cup of coffee and foam on page 92. Additionally, other photos can be used to describe the weather, activities, food, hair, colors and ages. Alternatively, refer back to the photos in the IA. You can also supplement these activities by making IC comparisons and/or telling stories of your own experiences while participating in certain activities: *Wandern/Spazieren, im Café sitzen or Kaffee und Kuchen essen, Weihnachtsmärkte besuchen, Glühwein trinken, in der Mensa essen*.

**H. Wann isst du?**

Write the times you normally have the following meals.

|             | unter der Woche | am Wochenende |
|-------------|-----------------|---------------|
| Frühstück   |                 |               |
| Mittagessen |                 |               |
| Abendessen  |                 |               |

**I. Interview**

Ask several students when they eat various meals.



Wann frühstückst du am Wochenende?  
Wann isst du unter der Woche zu Mittag?  
Wann isst du am Wochenende Abendessen?

**J. Trinken: was und wann?**

Write six sentences involving beverages, using a different modal verb for each (*müssen, dürfen, sollen, wollen, können*).



Im Sommer soll man viel Wasser trinken.  
Man darf im Deutschunterricht keinen Schnaps trinken.

H (Warm-up): You can introduce *um X Uhr*, which they will be covering in great detail in 4.3. If it is approximate time, they can say *so um X*. Most sts will have picked this up to some extent already or have had it in previous German classes, but giving a quick overview is probably best.

J (Tip): Review modal verbs before introducing this activity (if done in class).

K (Warm-up): Practice pronunciation with the various beverages, and describe in German how *-saft* can be appended to many fruits to describe fruit juices (*Orangensaft, Traubensaft*, etc.)

**K. Was passt am besten?**

Select pairs of words from the blue box below that you think fit well together. Note briefly in German why you put them together.

|               |            |
|---------------|------------|
| Apfelsaft     | Obstsaft   |
| Champagner    | Pils       |
| Kaffee        | Sekt       |
| Limonade      | Tee        |
| Milch         | Weizenbier |
| Mineralwasser | Zitrone    |

Sie schmecken gut zusammen.  
Sie passen gut zusammen.  
Das ist eine normale Kombination.  
Das ist meine eigene Kreation.

Organization.

(*Du* vs. *Sie*): While the distinction between *du* and *Sie* is introduced early in *Auf geht's!*, it is usually difficult for sts to keep sociolinguistic factors in mind when they are speaking. Consider having sts simply use *du* amongst themselves to keep things simple. It is authentic in the sense that German students would normally use *du* with each other at a university, but it does have the potential to signal to sts that the *Sie* form is not important, which is not the case at all. If you do prefer to have sts use *Sie* with each other in class, though, the *Auf geht's!* materials will not stand in your way.

L. (Warm-up): Spend a few minutes at the Almdudler website (which redirects from [www.almdudler.at](http://www.almdudler.at)). Show sts cultural differences (such as different pages for Germany or Austria), Austrian dialect on some of the loading pages, and the role of Almdudler as a piece of Austrian culture and values. Stereotypes to be sure, used for marketing purposes within Austria. Show some of the German text and see if they can guess from the words they know the basic content.

(Ext.): With qn 5, see if sts can explain in very basic German what they think their national drink is and why it is a national drink.

M. (Warm-up): Prepare a mini-explanation with images for the drinks listed (some of which sts will have read about in the IA as well).

### L. Almdudler

Katrin (Wien, AT) was asked: *Was vermissen Sie im Ausland am meisten?* Let's look at what she has to say about an Austrian beverage. Read the text and answer the questions that follow.



Den Almdudler. Das ist ein Getränk. Den gibt es nirgend<sup>1</sup>. Das ist aber was ganz typisch Österreichisches. Almdudler ist so eine Kräuterlimonade<sup>2</sup>. Das gibt es, glaube ich, wirklich nur bei uns. In Amerika, das Mountain Dew ist so ähnlich, glaube ich. Aber Almdudler ist ganz eigen<sup>3</sup>.

- 1 nowhere
- 2 Kräuter – herbs
- 3 unique

1. Wie beschreibt Katrin den Almdudler?
2. Was glaubst du: Ist der Almdudler ein süßes oder saures Getränk?
3. Denkst du, dass der Almdudler Alkohol enthält?
4. Schmeckt dir Mountain Dew?

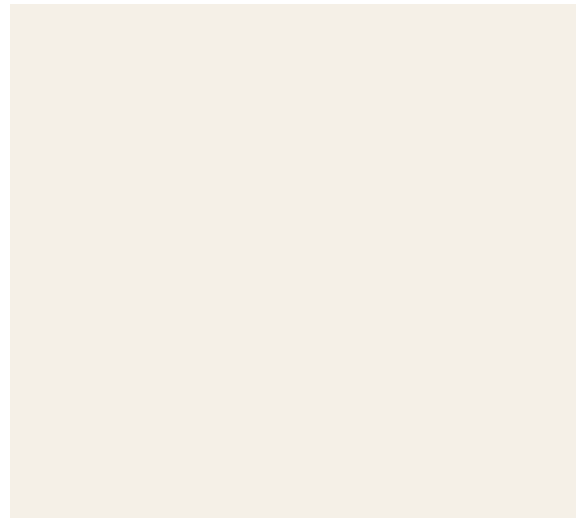
4 enthalten – to contain

*The official Almdudler website states:* „Almdudler gilt als österreichisches Premiumprodukt und ist das Nationalgetränk der Österreicher.“

5. Was ist das Nationalgetränk von deinem Land?

### M. Getränke in Deutschland

From the beverages listed, choose one which you think you would enjoy and one you would not want to try. Explain your choices in German. Some you will need to look up online.



|              |                |
|--------------|----------------|
| Alsterwasser | Sturm          |
| Almdudler    | Berliner Weiße |
| Apfelschorle | Eiswein        |



Organization.

(Vocabulary reinforcement): Sts need, on average, 50-60 successful recalls of a vocabulary item to really learn it, so practice in class is crucial. Naming food and drink items is a topic easily done – display pictures of them via projector to test them; bring in real or plastic items; have students create instant recipes or dishes using specific foods; practice color terms, comparisons of size and basic adjectives. Concrete objects are best for these sorts of practice activities, so something like fruit works well.



**N. Was trinke ich?**

Working with a partner, one another your preferences for drinking between two different options. Then have your partner explain briefly about his or her preference.



Kate: Was trinkst du lieber, Bier oder Mineralwasser?  
 Jake: Ich trinke lieber Mineralwasser.  
 Kate: Warum?  
 Jake: Ich trinke keinen Alkohol.

Conner: Was trinkst du lieber, Coke oder Pepsi?  
 Melinda: Ich trinke beide nicht gern.

|                |            |
|----------------|------------|
| Kakao          | Tee        |
| Milch          | Cola       |
| Mineralwasser  | Cola Light |
| Leitungswasser | Fanta      |
| Kaffee         | Cappuccino |
| Hellbier       | Dunkelbier |
| Weizenbier     | Sekt       |
| Rotwein        | Weißwein   |
| Whiskey        | Rum        |

N. (FYI): This activity reinforces the use of *lieber*, which is extremely common in German and does not reflect any similar structure in English. As sts need additional language during this activity, write it on the board so others can use it as well.

O. (Tip): This is the writing activity for 4.2 and is best done in class, though you need to make the time for it. If time is too short, spend what time you can in class and have sts record their skit on video (using a smartphone is fine) and share them with the class.

**O. Das will ich aber nicht trinken!**

In groups of three, choose from the following scenarios and situations and create a skit involving beverages. Include each of the steps listed. Be as creative as possible!

*Scenarios:*

- *at a small restaurant* (in einem kleinen Restaurant)
- *at the Oktoberfest in Munich* (auf dem Oktoberfest in München)
- *in a local bar* (in einer Bar vor Ort)
- *on an airplane* (in einem Flugzeug)

*Situations:*

- *important announcement*
- *personal argument*
- *disagreement about the beverage*
- *annoying waiter or flight attendant*

*Steps:*

- *greetings*
- *discussion of drink choices*
- *ordering beverage*
- *complaining about or praising the beverage*
- *paying for beverage*

Guten Tag!  
 Bitte sehr.  
 Ich möchte (+akk.)...  
 Ich hätte gern (+akk.)...  
 Wie viel kostet das?  
 Das ist aber teuer.  
 Wie sind die Getränke?  
 Das schmeckt nach Wasser...  
 Zahlen, bitte!  
 Auf Wiedersehen!



## Organization.

(Jump starting group writing tasks): Sometimes sts take a task like activity O and run with it. Other sts can't get started. If you suspect the latter might happen, be prepared. Create general idea cards or jump-starters for an activity. For example, for ex O, you could also create interesting dining partners: a spoiled child and a doting grandpa, 2 heavy metal fans, a st from the class and the teacher. Write the jump-starters on cards with a few useful phrases or words. These make it easier for sts to connect to their role and thus not have to expend much mental energy deciding WHAT to say in addition to how to say it.

# 4.3 Stadtkalender

Culture: Cultural events  
Vocabulary: Time terms / going out  
Grammar: Telling time / time expressions

A. (Warm-up): Generally this should be assigned as HW before class. When introducing it, give models from your own plans, focusing on *am + Tag*, verb second, followed by *ich* and the rest of the sentence. Go over 2-3 sentences slowly and carefully, having sts make corrections as they see issues.

B. (Tip): Have sts share their answers with others and make corrections as needed. Check with several sts to finish off, asking what they are planning to do on a specific day. If they are curious, you can mention that the present tense can be used for near future if you give a time (like the day).

C. (Tip): Best done as HW. Like A above, go over the activity carefully before doing D, emphasizing the effect on the sentence of using the modals *wollen*, *müssen* and *sollen* (or *möchte* if they like). Check with whole class having sts offer some of their answers to make sure they are tracking.

D. (Tip): If sts have practiced well in C above, have them do D w/o referring to their book. You can write the qns on the board or project them. Add *am Wochenende* to expand their production if appropriate.

## A. Nächste Woche

Write one activity you plan to do each day next week. Simply use the present tense and start each sentence with the appropriate day, followed by the verb.

Am Montag gehe ich ins Kino.

Mo

Di

Mi

Do

Fr

## B. Und du?

Exchange information from activity 4.3A with a partner and take notes.



Was machst du nächsten Montag?

## C. Am Wochenende

Answer the questions about your weekend plans, noting two activities for each. No repeating activities!

Was willst du machen?

Was musst du machen?

Was sollst du machen?

## D. Wie sieht das Wochenende aus?

Exchange information from activity 4.3C with a partner, taking notes.



Organization.

“In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less.” - Lee Iacocca

(Previewing vocabulary): While most activities in *Auf geht's!* contain some vocabulary and language prompts, it may be worthwhile to preview additional lexical items before doing specific activities. This can be a good use of instructor preparation time. For example, in activities C & D above, you may want to help students by displaying 8-10 appropriate terms via projector (or on a whiteboard/chalkboard) to prime their thinking and even introduce a few additional terms not in *Auf geht's!* that may be helpful to your particular students or germane to an important event happening that weekend. This way communicative activities can serve the additional function of vocabulary practice.

**E. Am Wochenende**

Read these interviews and answer the questions below. Don't look up all the words you don't know. Try to get the gist of each interview, then look up at the most two words for each interview.



**Claudia (Göttingen, DE):** Meistens bin ich hier in Göttingen. Also ich fahre nicht so oft nach Hamburg nach Hause. Und wenn meine Freundinnen auch hier sind, dann machen wir mal abends was, wir gehen tanzen oder kochen oder machen irgendwelche Ausflüge<sup>1</sup>. Und ansonsten muss ich eigentlich auch immer noch was für die Uni machen, weil ich das während der Woche immer nicht so schaffe.

<sup>1</sup> excursions

**Subash (Kassel, DE):** Das Wochenende – es ist unterschiedlich. Ich gehe ins Kino oder besuche Freunde oder koche für Freunde. Ich koche gern, weil das mein Beruf ist, der zweite Beruf. Ich gehe ins Theater oder einfach mal spazieren.

**Nici (Braunschweig, DE):** Ich verbringe meine Wochenenden meistens mit Lernen, besonders in der Prüfungszeit. Aber ansonsten nutze ich das halt, um meine Hobbys auszuüben, zum Beispiel Tauchen. Oder ich schlafe aus und gehe abends halt mit Freunden gerne weg oder auch mal essen.

**Marinko (Kroatien):** Am Wochenende sind wir manchmal mit Fahrrädern unterwegs mit der ganzen Familie oder manchmal gehen wir schwimmen oder wir gehen einfach spazieren.

1. Who studies a lot?

2. Who likes cooking?

3. Who might you find at the movies on the weekend?

4. Who gets together with friends?

5. Who goes home to visit their parents?

6. Who is definitely a student?

7. Germans use so-called 'flavor words' when they speak informally. Underline the following words in the texts: mal - literally a short form of einmal ('once'); it doesn't really mean anything but gives an informal feel to the sentence.

halt - Another word that doesn't really mean anything, rather like 'you know' or similar filler word in conversational English.

was - short for etwas ('something'). Not to be confused with the question word was ('what').

8. You are learning about different prepositions in German, such as in and mit. Underline all the prepositions you can find in the texts above. Do any of them show case endings?

E. (Warm-up): Have sts read the texts aloud with a partner as a first warm-up. Then have them compare their answers and note in the text where they find the information they used.

(Tip): a) When talking about the texts in class, recast all the questions in German, using qn numbers to help orient sts. Have sts read the sections in the text where they find the information they used.

b) These are challenging texts so be supporting and encouraging when they miss information or misunderstand parts.

(In class): For 7, have sts read the flavor words they found.

(Ext.): Have sts identify all present tense verbs they can find as well as the subject of each verb.

(Possible answers): 1. Claudia, Nici. 2. Subash (Claudia). 3. This is a bit of a trick question. The answer is no one, based on the interviews alone. Remind sts that *ins Theater* is not *ins Kino*. 4. Claudia, Subash, Nici. 5. Marinko. 6. Claudia, Nici.

Organization.

(No easy answers): With many realia texts, the target skill is how to find specific information. With longer texts like in ex E, the goals are reading skills and comprehension of longer texts. So, here the qns are not factoids to be lifted from the text. Instead the qns force sts to read, compare, infer and interpret. As you develop your own materials and assessments, consider carefully which reading skills you are targeting and how best to assess them.

## F. Ein typisches Wochenende

Write five sentences about your typical weekend in the box provided. Below are some time expressions and phrases that you may wish to use.

| Time                | Activity                              |
|---------------------|---------------------------------------|
| freitags            | lange schlafen                        |
| samstags            | etwas für die Uni machen              |
| sonntags            | mit Freunden ausgehen                 |
| immer               | auf eine Party gehen                  |
| oft                 | ins Kino gehen                        |
| manchmal            | zum Gottesdienst gehen                |
| nie / normalerweise | zu meinen Eltern fahren               |
| um 10.00            | meinen Freund/meine Freundin besuchen |
| von 11.00 bis 2.00  | shoppen gehen                         |

F. (Warm-up): Probe the difference between *am Freitag* and *freitags*. Remind sts that all nouns are capitalized, e.g., *am Freitag*. Adverbs are not capitalized.

(HW): Have sts do this ex. as HW.

(Tip): This activity is more a pattern activity than a grammar activity. The idea is to make sts aware of patterns and focus on them enough to make them feel more comfortable and 'right'. For F, the purpose is to practice more or less correctly at a very slow pace.

(Ext.): Have sts adapt their assignments on the spot by adding modal verbs to at least 2 sentences. They should give their reports in SMGR.

G. (Tip): Make sure to go over F carefully first so that sts have practiced more-or-less correct patterns. Then have them work with 1-2 different partners talking about their plans WITHOUT reading them from their text (i.e., they need to recast them on the spot orally, not simply read them from the paper). Remind them that language learning means practicing the same thing many times until it comes easily.

1. Start your sentences with any time expressions indicating the day.
2. Then comes the verb – check your verb ending!
3. Put your subject (ich) here, immediately after the verb.
4. Next put any other expressions such as time of day, frequency, etc.
5. Finally put prepositional phrases indicating location as well as any direct objects.

Freitags gehe ich immer auf eine Party.  
Samstags schlafe ich lange.  
Sonntags fahre ich oft zu meinen Eltern.

## G. Wie ist dein typisches Wochenende?



Work with a partner and tell him or her about your typical weekend as described in activity 4.3F. Help each other check that your words are in the correct order as per the models above.



Landshut

Organization.

(Using student input): With short writing assignments or skill-building tasks, take 3-6 st submissions and use them for an activity in class. Idea 1: for a writing activity, delete the names and have sts guess whose it is. Make sure the content is not private or embarrassing! Get the student's permission first if you're not sure, or tell sts before they write that the final product may be shared with the class. Idea 2: give the st texts out anonymously and have groups proofread and/or improve. Focus on specific things, e.g., adding more adverbs, making descriptions more unique or choosing verbs other than *machen* and *spielen*.



# H. Was verbindest du mit...

Write three associations (adjectives, short phrases) you have with each term mentioned (*auf Deutsch natürlich!*).

Kino  
Theater  
Oper  
Ballett  
Disco  
Stadion

H. (Warm-up): Project images of each of the venues in H as you elicit associations from the class. Follow up with any interesting associations you hear.

(Ext.): a) Ask sts for *positive Assoziationen* and/or *negative Assoziationen* with a number of the words to have them sort their associations according to good and bad.

b) Review vocabulary for frequency and ask sts *Wie oft gehen Sie...*

# I. Mit wem?

Respond to the prompts below by indicating with whom you do the following activities. Explain the person's relationship to you (i.e., *Mutter, Freund, Lehrer, etc.*).

frühstücken  
zu Abend essen  
ins Kino gehen  
abends relaxen  
lernen  
weggehen  
trainieren  
über Gott und die Welt reden<sup>1</sup>  
zu Mittag essen  
Filme sehen

<sup>1</sup> to talk about life



Innsbruck, AT

Examples:

mit meiner Mutter / mit meinem Bruder  
Jason / mit meinem Hund / allein

I. (Warm-up): Elicit some of the people mentioned by sts and review how they would express it using *mit* + dat. in German (i.e., *mit meinem Bruder, mit meiner Freundin, mit meinen Freunden*). Then ask sts several of the qns, having them respond at first simply with the person (using a *mit* phrase or other appropriate fashion).

(Ext.): State one of the verbs and have sts turn to a neighbor and say who they do it with using full sentences. Model this a few times first before having the class do it.

J. (Tip): Be sure to practice forming *du*-questions first.

# J. Austausch

Working with a partner, ask each other questions to elicit the answers you prepared in 4.3I above.



frühstücken: Mit wem frühstückst du?

Organization.

(Managing student expectations): Most students have no idea what your goals as an instructor are for them or why textbooks are constructed the way they are and how sts are supposed to learn from them. You can help them here by periodically explaining what you are doing in class and how it can help them learn German. Generally speaking, sts will do tasks you set before them, but they usually do not have a broader or more sophisticated understanding of why they should be doing these tasks. Helping them understand the 'why' of what we do as language teachers will help them work more effectively and also give useful feedback on whether our teaching interventions are leading to student learning. It can also help sts move beyond the usual approach of doing the minimum amount of work required (the principle of conservation of energy, as it were).

K. (Warm-up): a) Prepare a short (2-3 minute) introduction with images to Schlegel and Shakespeare in German, using images and showing names of some Shakespeare plays in German. Sts will have seen some of these in the IA already.

b) Have sts compare their answers and find the spot in the text where they have their information.

(Ext.): Recast the Eng. sentences in German with sts OR have them work on recasting them with a partner, using the text as a model (this is much more challenging!).

(FYI): Some inferences must be made: Schlegel translated from English; does that mean he spoke English? Probably... You may want to go over the difference between *kritisieren* and *Kritiker sein*.

L. (Tip): This can be fun to scan for stress. Prepare your views on this before class. German words lend themselves well to this meter; perhaps even better than English?

(FYI): *Nicht sein* is a negated verb. But capitalizing verbs makes them nouns, equivalent to 'being or not being' in English. Interesting!

#### K. Wilhelm von Shakespeare?

Read the following text about August Wilhelm Schlegel and answer the questions that follow.



Oper Leipzig

Richtig oder falsch? Write whether each statement is true or false. Correct the false ones to make them true.

„Sein oder Nichtsein, das ist hier die Frage.“ Dieser Satz kommt natürlich aus Shakespeares *Hamlet*. Aber für die Deutschen ist es auch ein Satz von August Wilhelm Schlegel (1767-1845). Dieser deutsche Schriftsteller<sup>1</sup>, Dichter<sup>2</sup> und Kritiker hat die Werke von Shakespeare ins Deutsche übersetzt. Schüler an deutschen Schulen und Studierende an deutschen Universitäten lesen Shakespeare im Original, aber auch in der Übersetzung<sup>3</sup> von A.W. Schlegel. Und wenn man in einem deutschen Theater ein Stück von Shakespeare auf Deutsch sieht, z.B. *Romeo und Julia* oder *Ein Sommernachtstraum*, dann hört man nicht nur Shakespeare, sondern auch<sup>4</sup> A.W. Schlegel.

- 1 writer
- 2 poet
- 3 translation
- 4 nicht nur ... sondern auch - not only ... but also

Schlegel was a German author.

German school children read Shakespeare in English.

Schlegel wrote *Ein Sommernachtstraum*.

Schlegel was able to speak English.

German theaters perform Shakespeare only in English.

Schlegel was a big critic of Shakespeare's work.

#### L. Hamlet auf Deutsch

Look at the opening to *Hamlet*'s famous monologue in English and German (translated by A.W. Schlegel) and answer the questions below.



*To be or not to be, that is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles,  
And by opposing, end them? To die: to sleep*

Sein oder Nichtsein; das ist hier die Frage:  
Obs edler im Gemüt, die Pfeil und Schleudern  
Des wütenden Geschicks erdulden oder,  
Sich waffnend gegen eine See von Plagen,  
Durch Widerstand sie enden? Sterben – schlafen

The famous line "To be..." can be translated in German either as „Sein oder nicht sein“ or „Sein oder Nichtsein“. What is the difference grammatically? What do you think the difference in meaning/sense might be?

Shakespeare used a meter called 'iambic pentameter', in which a line of poetry consists of five iambs (an unstressed syllable followed by a stressed syllable). Look at the lines above and see if you can assign the stress to the syllables, using what you know of German and English pronunciation. Note: if you look up „Hamlet Monolog“ or „Sein oder Nichtsein“ on YouTube or a similar site, you can hear Germans reading this passage.

#### Organization.

(Grammar and reading pieces): Reading pieces can be ideal sources of grammar learning because they are perfect visual representations of grammar in action. Consider using time spent on reading pieces to work on grammar as well. This can be done in many ways: 1) Noticing activities: students find instances of a grammar point recently studied (present tense conjugation, comparisons, etc.); 2) Sentence analysis: decide which elements of a sentence can be moved, omitted or modified safely; 3) Paradigmatic substitution: practice changing number and verb conjugation or gender and agreement of adjectives; 4) Labeling: find instances of grammatical categories (number, gender, tense) and have students give the correct grammatical term. The list is quite long, and doing grammar practice with texts brings home to students the real application of these concepts in a way that fill-in-the-blank style activities cannot.

### M. Stephanies Wochenende

In the left-hand column, fill in *auf Deutsch* what Stephanie (Dresden, DE) normally does on the weekend. In the right-hand column, fill in what you normally do on the weekend, again *auf Deutsch*.

Also, manchmal fahre ich zu meinem Freund nach Kiel oder er kommt zu mir. Und ansonsten schlafe ich lange. Ich sage aber nicht wie lange, weil es peinlich<sup>1</sup> ist. Und tagsüber<sup>2</sup> gehe ich einkaufen und abends gehe ich mit Freunden weg. Und nachmittags mache ich meistens was für die Uni.

1 embarrassing  
2 during the day

|             | Stephanie | du |
|-------------|-----------|----|
| morgens     |           |    |
| vormittags  |           |    |
| nachmittags |           |    |
| abends      |           |    |

M. (HW): Assign as HW.

(Practice): In class, have sts describe their weekend in SMGR.

(Ext.): Write a description of Stephanie based on this paragraph. Make sure they include: *Alter, Hobbys, Persönlichkeit*. This is a good practice for the third person singular verb forms.

N. (Tip): Make clear what the grading criteria are in advance. This is a great activity and helps sts become accustomed to presenting in German. Consider scheduling these presentations over a few days so that you don't do too many of them on any one day. If class time is at a premium, you have have sts record these as screencasts or short video clips instead and make them available to the class.

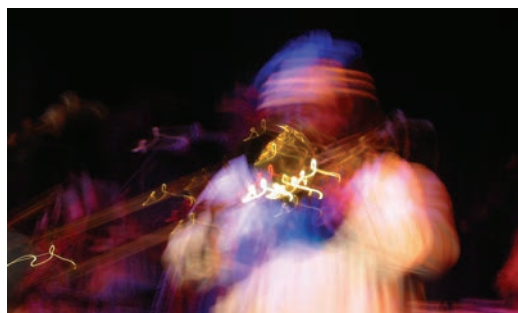
### N. Meine Veranstaltung



Prepare a 1-minute presentation on an event you would like to see. Describe it in your best German and support it with a few images. Your instructor will tell you what format the presentation should be in (e.g., printed on paper, webpage, Power Point). Make it simple and clear since you will be presenting it to your group or class. Your presentation should tell the listeners something about your unique interests.

Ideas:

- Konzert
- Film
- Oper
- Ballett
- Theater
- große Party



Film: Am Freitag läuft im Kino ein Film. Der Film heißt *Die Tribute von Panem*. Auf Englisch heißt er *The Hunger Games*. Der Film basiert auf dem ersten Roman von Suzanne Collins. Die Stars in dem Film sind Jennifer Lawrence, Josh Hutcherson und Liam Hemsworth. Jennifer Lawrence spielt die mutige Katniss Everdeen. Katniss und die Menschen in ihrem Dorf haben immer Hunger und kämpfen um ihr Leben. Am Ende siegen Katniss und ihr Freund Peeta und gewinnen die Hungerspiele. Meine Freunde und ich finden diesen Film sehr spannend.

Organization.

(Screen capture): One way to respond to student writing is to do so via screen capture. Open a student's writing in Microsoft Word or any similar word processor, turn on Camtasia, Screenflow or similar screen capture software and explain in video format how you respond to the writing submission. This can be a good way to have students actually read (or listen to) your comments on their writing, especially if you have them send you a written response to your screen capture. It is usually best to read the student writing piece first, decide on how you want to respond, then go through it 'live' via screen capture, keeping your comments down to a minute or two. Because sts do so much writing in *Auf geht's!*, you will only want to use screen capture every now and then, but it can be an effective way of responding to writing in a way that helps sts develop their writing skills in German.

# 4.4 Partys

Culture: *Partys*  
Vocabulary: Terms for celebrating  
Grammar: Adjective endings

A. (HW): You may wish to specify whether sts write in full sentences or not for this activity. They may want to since they will need to respond in sentences for activity B, which is based upon this.

(Warm-up): You may want to review accusative and direct objects, since most of the questions have direct objects.

(Tip): This activity can be nice structural review because it has direct objects, w-questions, a modal verb (*möchte*), time expressions and a dative with *mit*. An all around workout!

B. (Tip): As usual, the normal idea is to have sts practice structures deliberately (as in A) with time to give careful and more-or-less correct answers, and then to practice them verbally w/o reading directly from their written work. The skill of moving from careful writing to spontaneous speech is one sts need to practice extensively.

C. (FYI): This is another way of practicing, working in 3rd person verb endings.

(Photo): The flags in this photo show the city crest of Heidelberg, whose name you can just make out in the background.

## A. Mein Geburtstag

Answer the following questions *auf Deutsch* describing your typical birthday celebration.

Feierst du deinen Geburtstag normalerweise mit einer großen, einer kleinen oder gar keiner Party?

Wen lädst du ein?

Was machst du an deinem Geburtstag?

Was isst du?

Welche Geschenke möchtest du bekommen?

Wann und wie lange feierst du? Mit wem?

## B. Wie feierst du deinen Geburtstag?

Work with partner and find out about *Mein Geburtstag* above by asking questions and noting the answers here.



## C. Wie feiert man

Working with a new partner, explain how the person you worked with in 4.4B celebrates birthdays. You (should) have notes to work with; make sure to change the verb ending so that it refers to another person.



Anna hat eine kleine Party. Sie lädt Freunde, ihre Eltern und Geschwister ein.



Heidelberg

Organization.

(Final essay idea): Have sts work toward writing a letter of introduction to a prospective German pen pal. They can review what they are already able to say about themselves. In the remaining units of the semester, they should keep an eye out for things they can include in their letter. They're building up skills slowly. Remind them to mark pages or activities to return to for writing guides or models.

(Creative copying): Sts need constant practice in learning to identify and appropriate productive German-language structures they can use to create their own meaning. Particular work is necessary when finding structures that are not parallel to English forms. For example, *einladen* and other separable-prefix verbs are not exactly the same as English forms and thus need more practice for them to be internalized as language chunks. Sts won't be able to recreate these from by translating word-by-word from English to German, and they need to be reminded of this fact!



**D. Was braucht man?**

For a good party (birthday or otherwise) you need to do a bit of planning. List some things *auf Deutsch* you would like for your next party!

Partymotto: Geburtstag, Oktoberfestparty, Halloweenparty, Silvesterfeier...



Partymotto

Partymusik

Partydekorationen

zum Essen

zum Trinken

Gäste

**E. Was ich brauche**

Based on your list in 4.4D, make a short list of things you absolutely need. Remember that these are direct objects and will need to be in the accusative case. Throw some adjectives and numbers in there to spice it up.

Ich brauche meinen iPod mit Musik.

Ich brauche viele Flaschen Cola und Sekt.

**F. Feste**

Which kind of *Fest* would you rather go to among those listed below? Describe why in three German sentences.

Spargelfest  
Grillfest  
Bierfest  
Weinfest  
Knoblauchfest  
Schützenfest

D. (HW): This can be done as HW but might lead to more creativity or energy if done in SMGRs in class first.

(In class): Work with sts to provide any vocabulary they may need for this activity in class.

E. (FYI): The purpose of this activity is to have them work with the items they brainstormed in D and then say what they need, putting the objects in the accusative case and using plurals as needed. Like D, this may best be done in class as a group activity. They can both be done as HW too, in which case you'll want to check sts' answers in class.

F. (Tip): This can also be assigned as HW or done in class. Model for sts how to use *Ich möchte lieber...* Sts will be pushing their ability to communicate to explain their reason in German, so look mainly for communication here rather than linguistic sophistication and correctness (those are the focus of other activities). Part of fluency is learning to express a variety of ideas with limited means, so this is a fluency-building activity.

(Ext.): Talk about your own experiences with such parties (in Germany if you've witnessed any).

### Organization.

(Staying playful): The three foci we recommend for activities in the *Auf geht's!* program are keeping things interpersonal, intercultural and entertaining. The first two are clear: sts appreciate discussing their real lives and beliefs as opposed to those of fictitious characters in textbooks. Knowledge should also be about the target cultures and comparisons between sts' lives and life in German-speaking countries. But a third important function of language is simply play or playfulness. While activities don't need to be actual games, many can profit from being game-like because play is a universal human (and mammal) activity. So for activities like D and E above, consider how to engage sts' interest in play, whether it involves being humorous, point-based competition, puzzle-solving, etc. Sts can feel proud of saying something that is clever or playful (for instance, a simple explanation of their humorous *Partymotto*). Successes with peer approval can be great motivators for continued study of German.

**G. Zum Geburtstag viel Glück!**

Read the following texts, which are responses to *Wie feierst du deinen Geburtstag?*, and answer the questions that follow.

G. (HW): Have sts answer the qns and practice reading the texts aloud as HW.

(Reading): Then conduct the reading strategies listed at the bottom of this page as a class.

(Post-Reading): Have sts discuss answers to qns from HW in SMGR and report back to the class.

(Tip): Use these texts as reading opportunities in class. Divide the texts into parts. Have one st begin one text; then, switch readers after a few sentences. Advantages? It encourages sts to pay attention, as they might be the next to read the text. Plus, this gives you the chance to hear many sts read aloud.

(FYI): *Herzlichen Glückwunsch zum Geburtstag*: Germans have been known to sing *Happy Birthday* in English. However, they also sing this very often in German as well. Plus, they also sing other birthday songs, including *Wie schön, dass du geboren bist* by Rolf Zukowski.

(Possible ans): 1. Lexi. 2. Stephanie. 3. Elke. 4. Tanja, Lexi. 5. Tanja. 6. Stephanie. 7. Answers will vary.

**Elke (Seesen, DE):** Mein Geburtstag, wenn es geht, bei meiner Familie. Dann bekomme ich mal einen Geburtstagskuchen und die Geschenke. Früher kamen die Verwandten, und jetzt feiere ich halt mehr mit Freunden. Aber eigentlich ist Geburtstag auch gar nicht so wichtig. Es ist halt ein bisschen wie Silvester<sup>1</sup>, weil man den auch immer feiern muss. Und das finde ich nicht immer so gut.

**Tanja (Baden-Baden, DE):** Meistens bin ich zu Hause. Schön ausschlafen, nachmittags gibt's Kaffee und Kuchen, die Geschenke. Und abends vielleicht ein schönes Essen. Oder man geht aus zum Essen. Und wenn man nach Hause kommt, vielleicht noch eine Flasche Sekt aufmachen. Ja, es ist ganz gemütlich und ruhig. Und wenn Freunde vorbeikommen wollen, ist es so Tag der offenen Tür<sup>2</sup>.

<sup>1</sup> New Year's Eve (St. Sylvester's feast day)  
<sup>2</sup> lit., "day of the open door" (i.e., open house)

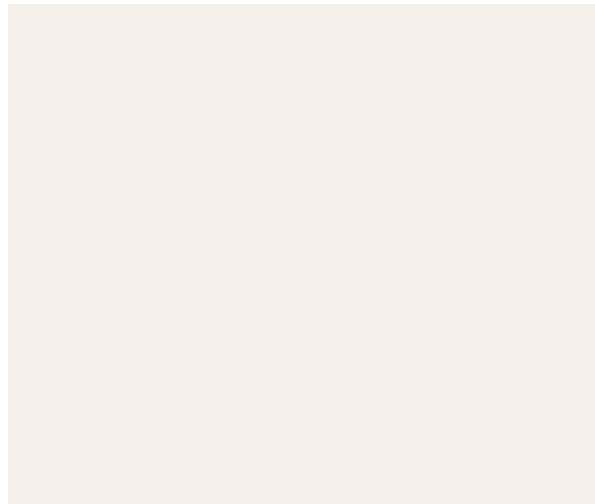
**Stephanie (Erfurt, DE):** Geburtstag ist sehr wichtig für mich. Also ich mag Geburtstage. Ich will dann immer im Mittelpunkt stehen<sup>3</sup>. Normalerweise, wenn ich weg von zu Hause bin, rufen meine Eltern an. Und dann feiere ich mit Freunden. Ich mache immer eine große Party, meistens bei mir zu Hause.

**Lexi (Heidelberg, DE):** Geburtstag ist für mich immer etwas ganz Besonderes. Ich möchte gern bei meiner Familie sein an meinem Geburtstag und ich bin wirklich traurig, wenn ich das nicht kann. Ich muss wirklich mit meiner Familie sein und ganz traditionell am Morgen Geschenke auspacken<sup>4</sup> und Kerzen ausblasen<sup>5</sup> und die ganze Familie gratuliert und der Rest des Tages ist verschieden.

<sup>3</sup> to be the center of attention  
<sup>4</sup> to unwrap  
<sup>5</sup> to blow out candles

|                                            | Elke                     | Tanja                    | Stephanie                | Lexi                     |
|--------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Who likes to celebrate with family?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Who likes to have a party with friends? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Who isn't excited about her birthday?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Who probably celebrates at home?        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Who sleeps in on her birthday?          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Who expects a call from her parents?    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Which one of these people celebrates her birthday most like you do? What is similar or dissimilar?  
Schreibe drei Sätze auf Deutsch!



### Organization.

(Text readers): Assign sts the role of text reader a day in advance to give them the chance to practice their pronunciation. Vary readers even if one st is still the primary reader, e.g., Jen reads sentence 1-3, the teacher reads sentence 4, the whole class reads the rest in chorus. Alternatively, you could assign each person in the class one text or section.

(Class activities): It may be useful to periodically review with your sts for a minute or two what you expect from in-class oral activities. Have a small group or pair model their activity for the class and have the class rate them on their performance. It may be good to have students assess their small group work periodically (or at least their own participation in group work) to keep them on task and remind sts that there is a higher purpose to what they are doing.

**H. Eine gute Party**

Was gehört zu einer guten Party? Make a list of things that contribute to a good party, being sure to use and include adjectives.

gute / laute Musik  
viele / nicht zu viele Menschen

H. (Tip): Sts can do this as HW, simply listing the items. The nouns will all be unprecedented nominative adjectives (you may want to point these out on the adjective ending chart at the end of the book or not worry about it). Have sts present to the class or each other using the phrase *Zu einer guten Party gehört/gehören* + their items.

**I. Feierst du gern?**

Not everyone is a party person. Write 3-4 German sentences responding to the question *Gehst du gern auf Partys?*, explaining your feelings on the matter.

Ich mag Partys, weil ich gern tanze. Aber ich gehe nicht jedes Wochenende auf Partys. Das ist mir zu viel. Einmal im Monat ist genug. Wenn ich auf Partys gehe, möchte ich nicht allein sein. Ich tanze lieber mit Freunden!

I. (HW): Assign as HW or treat as in-class writing. Give them 5 minutes to write freely on the topic; then have them share with a partner or SMGR. The target here is communication and fluency, not necessarily perfect grammatical accuracy.

**J. Wie feiert man am besten?**

Describe what you think is the best way to enjoy (or at least tolerate/survive) a party. Write 5 sentences using a different modal verb and *man* in each one.

Auf einer guten Party soll man mit vielen Menschen reden. Man kann auch Musik mitbringen und tanzen.



Marktplatz, Hildesheim

J. (Tip): If done as HW, you can have sts submit this to you digitally before class. Project many of the sentences and see if sts agree or disagree. If appropriate, have them try to guess who said what.

(Ext.): For additional grammar practice, pick some st sentences that use the forms covered so far and correct them together with sts. You can have them try it first with a partner, then go over the suggestions in class.

### Organization.

(Basic internet research): Be sure to work with your sts in explaining your expectations for internet research activities. A typical student strategy is to type the key term into Google and click the first link that appears. Consider demonstrating a search with your class and explain how sts can select appropriate websites that meet your expectations, even if they do not necessarily appear on the first page of results in whatever search engine they happen to use. For instance, a search on "Köln" may yield only tourist sites and a Wikipedia page on the first list of results. Using Google advanced search to list German as the search language may get better results (or start on [www.google.de](http://www.google.de)). Help them list key search terms they might use (such as *Kölner Dom*, etc.). Have them look over any locations in Google Maps or similar program as well. They can note other interesting facts (for instance, one cinema in Köln is hemmed in by a Thai restaurant, a US-style burger joint and a traditional German restaurant. Now there's a juxtaposition of cultures – and you can see it all online!).

## K. Studentenpartys

The follow parties were all advertised at the University of Göttingen. Read through them and answer the questions that follow.

K. (Tip): a) These texts are excellent examples of authentic language in a university context. Go over the texts with sts, checking their responses to qns 1-4. Then spend some time brainstorming with the class on cultural or other differences they notice between these parties and those at their college. Perhaps there are differences in who organizes them (academic programs, frats, private groups), when they take place, where they take place, how they are financed, *Eintritt*, etc.

b) Consider preparing images or videos from such parties to show in class as a pre-organizer or after discussing the texts.

(Ext.): Have sts. talk about qn 5 in small groups, and extend it by having them describe where there are good parties on their campus.

(In class): Working with this set of texts can be very fruitful and might take some time, so allocate the time that it requires in your class planning.

(FYI): English words tend to be pronounced the English way, so *DJ* is not 'dee jot' and *fresh* uses an English *r* rather than the German uvular *R* sound.

### Organization.

(Independent learning): Sts have often been indoctrinated into beliefs about textbooks that are not helpful. Generally, textbooks are seen as being totally authoritative and totally self-contained. Students assume that all words of information they need are in the text, which can actively prevent sts from connecting their learning to the world around them.

*Auf geht's!* challenges these beliefs because the authors are more interested in instigating critical thinking than providing authoritative and complete answers to all possible questions. We also want sts to use outside resources to solve some problems. For instance, in activity K question 4, if sts are stumped by the phrase "Viva con Agua," encourage them to search for an answer online, such as by typing the phrase into Google. *Auf geht's!* is designed to connect to the rest of the world and *not* be a self-contained text. Outside resources are welcome!

## Die Bio-Party!

Nach der ersten legendären Party im Wintersemester, geht es nun in die zweite Runde. Die Türen öffnen wir ab 22 Uhr, alles findet natürlich wieder im Club Barbilon Göttingen statt. Dort kann man auf Wunsch sogar exzellente Wasserpfeifen rauchen!

Diverse Shots: ab 1€  
Markenbiere: 2€  
Longdrinks: 3,50€

Wir freuen uns auf euch!

die Wasserpfeife – *hookah*  
die Marke – *brand name*  
sich freuen auf – *to look forward to*

## Sowi-Party

Am Donnerstag, ab 22 Uhr findet die beste Party des Jahres wie immer im jT-Keller und Foyer statt.

Der Eintritt beträgt vor 0 Uhr 3€ und danach 4€.

Unsere Special: Bis 0 Uhr kosten Saurer & Pfeffi Shots nur 50 Cent und danach auch nur 1€!

Wir freuen uns auf euch und eine geile Party!

Sowi = Sozialwissenschaften  
der Eintritt – *entry*  
geil – *awesome*

## Juristenfete

Die Juristenfete mit super Musik, bester Stimmung und den coolsten Getränken ist am Start!

Unsere DJ's erwarten Euch auf zwei Floors mit den heißesten Beats mit ganz viel Bass-Energy und freshen Clubhits zwischen House, Partymusic, R'n'B und den feinsten Sounds der Elektrozone!

+ Special bis 24:00 Uhr: Beck's für 1€  
+ Flunkyballturnier  
+ Chill Area, Fotoboxen u.v.m

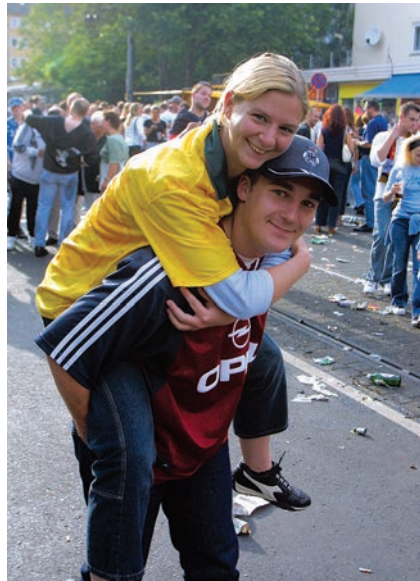
## Erasmus Party

Hallo liebe Erasmus' Studenten und natürlich auch alle anderen Studenten!

Das harte Semesterleben hat wieder begonnen und wir wollen gemeinsam mit Studenten aus über 50 Nationen eine unvergessliche Partynacht feiern!

Hammer DJ, tolle Leute und günstige Getränke!  
Also, wenn ihr gerne feiert und neue Leute kennenlernen wollt, kommt einfach vorbei!

Erasmus Program – Europe-wide student exchange



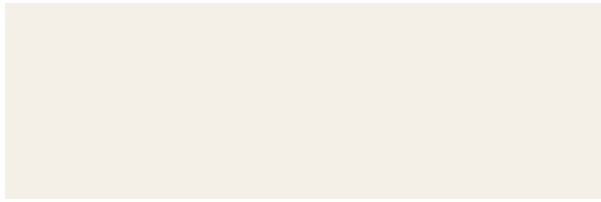
1. Which academic programs or fields of study are organizing these parties?

2. What specific features do these ads advertise to make each party appealing?

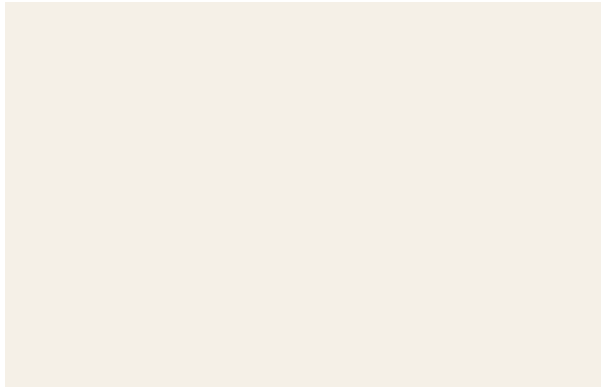
3. What English words do you notice in these advertisements?



4. One party had this additional comment: Des Weiteren werden auf der Party auch die Göttinger AIDS-Hilfe und Viva con Agua Göttingen vertreten sein. Which one do you think it was and why?



5. Auf welche Party möchtest du lieber gehen? Warum?



L. (Tip): This is a skill-building task, not an assessment task. Collect papers and give sts plenty of feedback.

M. (Ext.): a) Variation 1: introduce *möchte* as a modal verb and have sts plan their next birthday party. What tasks need to be completed? Have sts make a list in SMGR and report back to the class. Write their ideas on the board. Try to get them to say items or activities that are not on the list in ex M.

b) Variation 2: Have sts work in SMGR and describe the ideal birthday for a student. Have sts report back to the class. They should read their descriptions aloud and vote on who has the most ideal birthday.

c) Variation 3: Assign partners to write the ideal birthday for someone, e.g., a rock star, the President (or other national leader), the star football player, the Big Bad Wolf, etc. Have sts report back to the class. They should read their descriptions aloud and vote on who has the coolest birthday party.

#### L. Eine Einladung



Working with a partner or small group, come up with a party or event on your campus and create a German invitation for it. Feel free to steal ideas and language from the ads in the previous activity. Make it appealing for students on your campus!

#### M. Wie feierst du deinen Geburtstag?

Check which items below are a part of your typical birthday celebrations.



- |                                                        |                                                      |
|--------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Geburtstagstorte              | <input type="checkbox"/> Eltern anrufen              |
| <input type="checkbox"/> Kerzen ausblasen              | <input type="checkbox"/> mit Freunden feiern         |
| <input type="checkbox"/> am Morgen Geschenke auspacken | <input type="checkbox"/> mit der Familie feiern      |
| <input type="checkbox"/> abends Geschenke auspacken    | <input type="checkbox"/> eine Party organisieren     |
| <input type="checkbox"/> Bier                          | <input type="checkbox"/> zu Hause feiern             |
| <input type="checkbox"/> Wein                          | <input type="checkbox"/> „Tag der offenen Tür“ haben |
| <input type="checkbox"/> Sekt                          | <input type="checkbox"/> Einladungen verschicken     |
| <input type="checkbox"/> Kaffee                        | <input type="checkbox"/> ins Restaurant gehen        |
| <input type="checkbox"/> Tee                           | <input type="checkbox"/> nichts Besonderes machen    |

Now write an essay of about 8 sentences in German describing what you usually do on your birthday. Use words and structures from your list above and from the texts in 4.4G to help you.

Copying and personalizing German sentences is a great way to start getting a feel for German.

Ich feiere meinen Geburtstag meistens mit meinen Freunden. Die Gäste kommen abends und bleiben oft über Nacht. Wir essen dann gemeinsam, schauen einen Film oder spielen ein Brettspiel. Ich mag keine großen Feiern – deswegen lade ich immer nur wenige Leute ein.

Organization.

(Self-grading): One way to have sts reflect critically on their coursework and participation is to have them fill out a short grading rubric on a specific activity (be it a writing activity such as M above, a partner speaking task, etc.). Give them a few short questions with 4 possible answers (strongly agree - agree - disagree - strongly disagree) looking at such items as: Answered thoughtfully and creatively; Exerted myself in responding; Used vocabulary and structures we are currently learning, etc. Decide on the weak spots in your class and focus their attention there. Many sts are unaware of their actual performance or that they should be actively applying and practicing what they are learning. Periodic short assessments in this regard can focus their attention and potentially result in more effective classwork.

# 5.1 Im Norden

Culture: Northern Germany  
Vocabulary: Describing landscapes  
Grammar: *War & hatte*

A. (Warm-up): Have sts write their associations for Northern Germany on the board before class starts as they come into the room. When class starts, ask if anything is missing. Associations for the north covered in IA include, among others: *flach - Backsteinhäuser - Plattdeutsch - Hanse - Nordsee - Ostsee - Hamburg - Nord-Ostsee Kanal - Sylt - Bremen - stürmisches Wetter - Wind - Meer - Hafen - Inseln.*

(FYI): A traditional specialty in Hamburg is *Birnen und Bohnen*. Yes, pears and green beans steamed with German bacon.

B. (Warm-up): Review weather terms and expressions from Unit 1 as well as Fahrenheit vs. Celsius temperatures from Unit 2.

(Ext.) a): Check on current weather in Germany, Austria or Switzerland, or ask the class *Wie ist das Wetter in X* and have them find out as soon as they can via smartphone. One easy way is to speak German into Google search and the answer will generally come back in German in seconds.

b) Have sts practice pronouncing phrases from B in Google to see if Google can 'understand' them.

## A. Assoziationen

After going through the Interactive for 5.1, write your associations with northern Germany and then with the specific cities listed.

*Hints: landscape, weather, traditions, stereotypical images*

der Norden

Hamburg

Lübeck

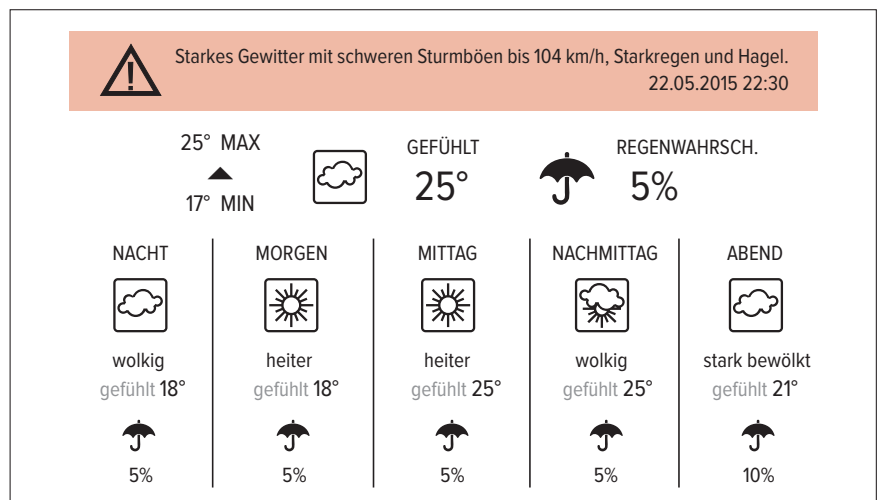
Kiel

Flensburg

Bremen

## B. Norddeutsches Wetter

The weather is often cold and rainy in northern Germany, but sometimes it's not too bad, as in the graphic below. Look at the weather report and answer the questions.



Ein anderes deutsches Wort für heiter ist:

What do you think *gefühl* means relative to temperatures?

Wie heißt „Regenwahrscheinlichkeit“ auf Englisch?

Ist das Wetter dann kalt, kühl, warm oder heiß?

Summarize  
the weather  
warning:

Organization.

(Understanding the approach to *Quer durch Deutschland*): The goal of Unit 5 is not to have sts win a trivia contest about German *Landeskunde*. Sts should learn logical associations with the different regions of Germany. Sts should develop some visual intelligence, i.e., visual recognition of features, landscapes and icons of different regions and cities. Thereby, sts become acquainted with the diversity inherent in Germany and German culture, and their image thereof will consequently become more flexible, permeable and realistic.

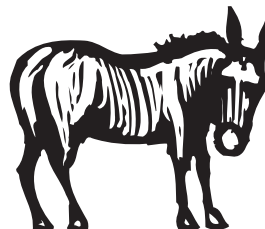
(Warm-up/Priming revisited): Good warm-up practices or priming not only motivate sts but will also make a task more effective and meaningful. Sometimes “day before” warm-ups are ideal to jump start the sts’ homework. Also, some amount of priming before actually tackling the in-class activity is advisable. What is most necessary for success: vocab review, motivating through questions, setting up the final goal (winning the game, quiz tomorrow, funniest statements)?

## C. Bilder

Fill in the blanks with the German word for what is pictured in each image. You will use this vocabulary in reading a famous German fairy tale, *Die Bremer Stadtmusikanten*.

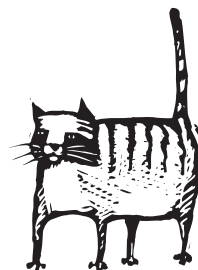













C. (FYI): This is vocabulary previewing for the readings coming up in F and G. The words are all in the 5.1 vocabulary list: *der Hund, der Räuber, der Esel, die Hexe, der Hahn, die Katze*.

(Ext.): Project different images for the 6 nouns here for sts to recognize: have them say the word (with definite article) in chorus when you project the image. You can augment with having them choose adjectives for the images as well.

D. (FYI): Like many activities, this one has different possible interpretations. Have sts explain in broken German any associations that are unusual or not obvious.

E. (Warm-up): Work on pronouncing the words together as a class. If you like, have sts either make the sounds or imitate the action when you say the word to show they understand it.

(Ext.): Project different animals besides the four listed here and have sts call out verbs that they associate with them, both from this list and any others they know.

## D. Definitionen

Add each of the words below to the category you think it best fits. Multiple categories are possible.

der Herd (*stove*)  
die Kohle

die Angst  
das Licht

die Hexe  
der Fuß

das Streichholz (*match*)  
das Gesicht

das Gespenst (*ghost*)  
das Feuer

Menschen

Energie

Küche

das Übernatürliche

## E. Vorschau

In order to prepare for reading *Die Bremer Stadtmusikanten* (next page), make some educated guesses. Which animal do you think matches up with each verb most logically? Check all that apply!

|                      | der Hund                 | die Katze                | der Esel                 | der Hahn                 |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| beißen               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| bellen <sup>1</sup>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| brüllen <sup>2</sup> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| fliegen              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hart arbeiten        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| krähen <sup>3</sup>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| kratzen <sup>4</sup> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| treten               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| miauen <sup>5</sup>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| springen             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<sup>1</sup> to bark

<sup>2</sup> to bellow

<sup>3</sup> to crow

<sup>4</sup> to scratch

<sup>5</sup> to meow

Organization.

(City associations): One very important way to build context is to have basic knowledge of German/Austrian/Swiss cities: where they are located and what 2-3 key associations most German speakers have with them. Because many Germans identify strongly with their city or region and have a family history in a region that can extend back several centuries, it is usually VERY well received when North Americans know something about someone's home city. These associations are built in the IA, but consider using time in class to rehearse and recycle these associations. The home city of each interviewee is nearly always noted in the *Auf geht's! Lernbuch*. Consider having sts see if any responses are surprising or "predictable" based on the cities the speakers are from.

## F. Die Bremer Stadtmusikanten (Teil I)

The following fairy tale is closely associated with the city of Bremen in northern Germany. Read this first part and answer the questions that follow.

F. (FYI): a) Because of the relatively easy and repetitive nature of this text (written for the beginning level), it is an excellent one to have sts read aloud to one another.

b) This is the first half of the text – it continues on pgs 110-111.

(Warm-up): You may wish to set the context for this story with images from the internet and a short 1-3 minute introduction of your own.

(HW): Qns 1-3 are best done as HW (unless you assign this entire text for in-class reading).

(Ext.) a): Review the text by asking sts simple questions such as: *Warum will der Esel nach Bremen gehen? Wen hat der Esel zuerst getroffen? Warum hat der Hund auf dem Weg gelegen? Warum will der Hund mit dem Esel gehen? Warum miaut die Katze jämmerlich?*

b): Have sts get into groups of about 3-4 and retell the story as best they can without reading the text. Feel free to project the animals in the order they are encountered in the text. Collaboration is encouraged!

Es war einmal ein alter Esel. Er hat immer fleißig gearbeitet, aber jetzt war er zu alt, und der Bauer wollte ihn verkaufen. Der Esel hatte Angst und ist weggerannt<sup>1</sup>. Er hatte die Idee, nach Bremen zu gehen, und in Bremen ein Stadtmusikant zu werden.

Auf dem Weg hat er einen alten Hund getroffen. Der Hund hat am Weg gelegen und hat jämmerlich<sup>2</sup> gebellt.

„Warum bellst du so jämmerlich?“

„Ich war immer ein guter Jagdhund<sup>3</sup>, aber jetzt bin ich zu alt. Ich kann nicht mehr schnell rennen und habe schon lange keinen Fuchs<sup>4</sup> mehr gefangen, und jetzt will mich mein Herr<sup>5</sup> töten. Ich hatte Angst und bin weggerannt, aber jetzt weiß ich nicht, was ich tun soll.“

„Ich gehe nach Bremen und werde Stadtmusikant. Du kannst mit mir kommen und auch Musiker werden.“

„Toll“, hat der Hund gesagt, und ist mitgekommen.

Nach einer Weile<sup>6</sup> haben sie auf dem Weg eine alte Katze getroffen. Die Katze hat am Weg gelegen und hat jämmerlich gemiaut.

„Warum miaust du so jämmerlich?“

„Ich war immer eine gute Katze, aber jetzt bin ich zu alt. Ich kann nicht mehr schnell rennen und habe schon lange keine Maus mehr gefangen, und die Frau will mich töten. Ich hatte Angst und bin weggerannt, aber jetzt weiß ich nicht, was ich tun soll.“

„Wir gehen nach Bremen und werden Stadtmusikanten. Du kannst mit uns kommen und auch Musiker werden.“

„Toll“, hat die Katze gesagt, und ist mitgekommen.

Nach einer Weile haben sie auf dem Weg einen alten Hahn getroffen. Der Hahn

hat am Weg gelegen und hat jämmerlich gekräht.

„Warum kräht du so jämmerlich?“

„Ich war immer ein guter Hahn, aber jetzt bin ich zu alt. Die Hühner<sup>7</sup> sind jetzt schneller als ich, und der Bauer und die Bäuerin wollen mich kochen. Ich hatte Angst und bin weggerannt, aber jetzt weiß ich nicht, was ich tun soll.“

„Wir gehen nach Bremen und werden Stadtmusikanten. Du kannst mit uns kommen und auch Musiker werden.“

„Toll“, hat der Hahn gesagt, und ist mitgekommen.

Am Abend waren sie in einem Wald. Sie hatten Hunger, aber sie waren zu alt, um Essen zu finden oder etwas zu fangen. Also haben sie sich schlafen gelegt. Der Esel und der Hund haben sich unter einen Baum gelegt, die Katze ist in den Baum geklettert, und der Hahn ist auf den Baum geflogen.

<sup>7</sup> das Huhn – hen

1 wegrennen – to run away  
2 pitifully  
3 hunting dog  
4 fox  
5 master  
6 after a while



Bremen

### Organization.

(Listening support): Warm-up should generally include support for your visual learners. Use the board, flashcards, maps, images, projections and reference to the LB or handouts to support the listening comprehension of your sts. It's amazing what sts can comprehend in German with the appropriate visual support. Think about why picture books are so popular with young readers. Capitalize on those few minutes before class by having an attention-grabbing visual, perhaps with a question on the board.



1. Richtig oder falsch? *Working with a partner, take turns saying each statement and then say either Das stimmt or Das stimmt nicht, depending on whether it is true or not. If it is false, verbally correct it to make it true.*

Die Tiere sind sehr jung.

Die Tiere haben alle Angst.

Die Tiere sind sehr ruhig.

Die Tiere sind sehr glücklich.

Die Tiere gehen alle nach Bremen.

Die Tiere werden alle Musiker.



2. Korrigieren. *Rewrite these sentences to make them correct.*

Der Hund kräht jämmerlich.

Der Esel ist ein faules Tier.

Die Katze hat lange keinen Fuchs gefangen.

Im Wald haben die Tiere viel zu Essen gefunden.

3. Wie schreibt man das? *How can you say the following in German? Look through the Bremer Stadtmusikanten text (Teil I) for models. Each of these sentences is based on something in the text - write the letter of each sentence below next to the place in the text where you found the model you needed. Make vocabulary and grammar changes as needed.*

a) *The farmer wanted to sell the donkey.*

b) *I met an old friend along the way.*

c) *I'm going to New York to become a musician.*

d) *I was always a good student.*

e) *At night I was hungry.*

(Answers): 1. a) *Die Tiere sind sehr alt.* b) *Das stimmt.* c) *Die Tiere sind sehr laut.* d) *Die Tiere sind unglücklich.* e) *Das stimmt.* f) *Das stimmt.*

2. a) *Der Hund bellt jämmerlich* or *Der Hahn kräht jämmerlich.* b) *Der Esel ist ein fleißiges Tier* or *Der Esel arbeitet hart.* c) *Die Katze hat lange keine Maus gefangen.* d) *Im Wald haben die Tiere nichts zu Essen gefunden.*

3. a) *Der Bauer wollte den Esel verkaufen* (reworked from 1st paragraph). b) *Auf dem Weg habe ich einen alten Freund getroffen* (reworked from 1st sentence of 2nd paragraph). c) *Ich gehe nach New York und werde Musiker* (reworked from both sentences in paragraph 5). d) *Ich war immer ein guter Student / eine gute Studentin* (reworked from beginning of 4th paragraph). e) *Am Abend hatte ich Hunger* (from 1st sentence of last paragraph).

#### Organization.

(Building context): The key purpose of the cultural information presented in unit 5 of *Auf geht's!* is to build context. This means creating a network of associations, cultural knowledge and awareness of cultural practices to help North American learners of German connect on a real and personal level with people from German-speaking countries. Ned Crouch (2004) writes extensively on this idea, although in a slightly different cultural context, in *Americans & Mexicans: Cracking the Cultural Code*. The essential argument in his book is that cultural knowledge and cultural differences can be even more crucial to communication than language skills.

## G. Die Bremer Stadtmusikanten (Teil II)

And now for the exciting conclusion to the fairy tale. Read it over (as if you could stop yourself) and answer the questions that follow.

G. (Tip): Because the story is very concrete, it can be acted out in many ways. Consider having sts pantomime the activities described while it is being read aloud. It can also be acted out with figures (such as Duplo or others). For a larger project, sts can reenact their own version via live action or figures and make a video of it, overlaid with the reading. If you do video or other large projects for your class, it can be one of the possible projects.

There are several versions of this story in film available on YouTube, including *Die furchlosen Vier*.

(Answers):

1. 4, 1, 7, 9, 6, 8, 3, 5, 2

Bevor er eingeschlafen ist, hat der Esel ein Licht gesehen. Er hat gedacht, dass das Licht bedeutet, dass es in dem Wald ein Haus gibt. Also sind sie alle zu dem Haus gelaufen. In dem Haus waren Räuber<sup>1</sup>, und die Räuber haben am Tisch gesessen und gegessen. Der Esel, der Hund, die Katze und der Hahn hatten Hunger und Durst. Sie hatten eine Idee.

Der Esel hat seine Füße auf das Fenster gestellt. Der Hund ist auf den Esel geklettert, die Katze ist auf den Hund geklettert, und der Hahn ist auf die Katze geflogen. Dann haben sie Musik gemacht: der Esel hat gebrüllt, der Hund hat gebellt, die Katze hat miaut, und der Hahn hat gekräht. Die Musik war nicht sehr schön, und dann sind sie durch das Fenster in das Haus gefallen. Die Räuber haben gedacht, dass es ein sehr unmusikalisches Gespenst war, hatten große Angst und sind weggerannt.

Der Esel, der Hund, die Katze und der Hahn haben gut gegessen und getrunken, haben das Licht ausgemacht<sup>2</sup> und sind dann eingeschlafen. Der Esel und der Hund haben sich am Herd hingelegt, die Katze hat auf dem Herd geschlafen, und der Hahn ist in die Lampe geflogen.

- <sup>1</sup> robbers  
<sup>2</sup> ausmachen – to turn off

1. Was ist passiert? Order the following sequence by writing the numbers 1 (the first sentence) to 9 in the boxes.

- ☐ Die Tiere essen viel und schlafen ein.
- ☐ Die Tiere haben Hunger und sehen ein Haus mit viel Essen.
- ☐ Die Tiere haben Angst und kratzen und beißen und treten und krähen.
- ☐ Die Tiere wohnen im Haus und sind glücklich.
- ☐ Es ist dunkel und der Räuber kann nichts sehen.
- ☐ Der Räuber rennt weg und kommt nie wieder.
- ☐ Die Räuber haben Angst und rennen weg.
- ☐ Ein Räuber kommt zurück.
- ☐ Die Tiere singen und fallen in das Haus herein.

Als die Räuber gesehen haben, dass in dem Haus kein Licht mehr war, ist ein Räuber zurück in das Haus gegangen. Alles war still. Der Räuber hat mit einem Streichholz Licht gemacht, und in dem Licht hat er die Augen von der Katze gesehen. Er hat gedacht: „Das sind glühende Kohlen. Ich kann mit meinem Streichholz ein Feuer machen und Licht haben.“ Er ist mit dem Streichholz zu der Katze gegangen. Die Katze hatte Angst und ist in sein Gesicht gesprungen und hat ihn gekratzt. Der Räuber hatte Angst und ist weggerannt, aber er ist über den Hund gefallen, und der Hund hatte Angst und hat ihn gebissen, und dann hat der Esel ihn getreten. Der Hahn hatte Angst und hat laut gekräht.

Der Räuber hatte noch mehr Angst und ist weggerannt. Er hat gedacht, dass in dem Haus eine brutale Hexe<sup>3</sup> ist. Die Räuber sind nie mehr in das Haus zurück gekommen, und der Esel, der Hund, die Katze und der Hahn sind in dem Haus mit dem vielen Essen geblieben. Und wenn sie nicht gestorben sind, dann leben sie noch heute.

3 witch



Holm (Schleswig)

Organization.

(Working with stereotypes): Throughout *Auf geht's!*, but in unit 5 especially, stereotypes come up a lot. The approach in *Auf geht's!* is to allow and sometimes encourage discussion of stereotypes, looking at them as cultural beliefs and patterns that can instruct us about cultural differences. Naturally, instructors must be cautious here because judging others who are different according to simplified and often negative attitudes or beliefs about their characteristics is very damaging. Nevertheless, stereotypes can have at least two useful functions: 1) They are a shorthand for general cultural concepts that may be true in the big picture if often false in the particulars (i.e., "German families are smaller than North American families"); and 2) They point out that differences do exist, though the danger is of attributing negative judgments to these differences.

In educating our students, we need to bring home that cultural differences exist but encourage them to embrace the differences and identify the advantages. This also prepares students to deal with stereotypes that target-culture individuals may have about North Americans.

2. Richtig oder falsch? *Working with a partner, take turns saying each statement and then say either Das stimmt or Das stimmt nicht, depending on whether it is true or not. If it is not true, verbally correct it so that it is true.*

Die Tiere sind jung und fit.

Der Hund kräht.

Die Tiere wollen die Stadtmusikanten in Bremen hören.

Die Räuber sehen die Tiere im Wald.

Der Räuber findet eine brutale Hexe im Haus.



Hamburg

3. Fragen. *Write six different questions about the Bremer Stadtmusikanten, using both yes-no questions as well as question words (was, wer, wann, wo, etc). Pay attention to word order! You can review question formation in unit 1.*

Wer hat jämmerlich gebellt?  
Hat der Räuber Angst gehabt?

4. Interview. *Try out your questions on your fellow students.*

5. Nacherzählen. *Write a simple summary of the entire story (parts I-II) in 8 sentences maximum.*

(Answers): 2. a) *Die Tiere sind alt und nicht mehr fit.* b) *Der Hahn kräht.* c) *Die Tiere wollen in Bremen Stadtmusikanten werden.* d) *Die Räuber sehen die Tiere im Hause.* e) *Der Räuber glaubt, dass die Tiere eine brutale Hexe sind.*

(Tip): a) For qn 3, review both yes-no questions and w-questions and have them include both types.

b) For qn 5, here are a number of ways to get at a *Nacherzählung*. Sts can write a version collaboratively without consulting with the text. They can simply retell it together, without consulting the text. The instructor can read the whole story again once, with the assignment that sts will need to retell it, either in smaller groups or with the entire group.

(Ext.): Discuss with your sts possible interpretations and qns from the story. *Sind die Tiere Sklaven der Arbeit? Warum kommen sie nicht nach Bremen? Wessen Haus haben sie 'besetzt'? Warum sind sie stärker als die Räuber? Warum erkennen die Räuber die Tiere nicht? Warum bleiben die Tiere Tiere und werden nicht zu Menschen wie in Beauty and the Beast? They can do this in simple German!*

#### Organization.

(Preparing for writing): If your sts are struggling with larger writing assignments, consider setting time aside in class to have them work collaboratively on planning their writing. Brainstorm possible ways to organize assignments and have sts practice some of the suggested patterns and/or find chunks of useful language together. This can help move the process along more quickly and assist sts who might otherwise end up spinning their wheels.

## 5.2 Im Süden

Culture: Southern Germany  
Vocabulary: Travel & tourism  
Grammar: Conversational past

A. (Tip): a) Have sts work in SMGR to come up with the answers for ex A.

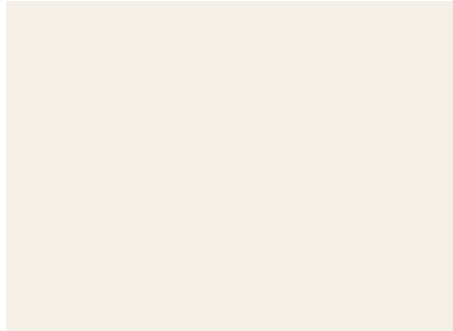
b) Have each group report back to the class by writing their associations in German on the board. Make sure no one writes the same word twice. Ask sts to explain the context of the associations from what they learned in the IA. Make sure they haven't left out any major concepts from the IA.

B. (FYI): This is a very open-ended activity, asking that sts think for themselves and see connections. The words don't have to be of the same word class unless you request it be done that way. You may want to coach them with the word *verbinden* (to associate) when explaining their answers.

C. (Tip): This activity is open-ended like B but requires that sts create sentences to explain the difference. They may struggle coming up with things to say. You may want to reserve this for class work to help them create things to say. Review comparatives since that is an easy way to work with the noun-adjective combination.

### A. Der Süden

After going through the Interactive for 5.2, list as many associations with southern Germany as you can in the space provided.



Ammersee

### B. Liste ergänzen

For each pair of words, add a third word that you think fits well. Note in German how they fit together.

freundlich, hilfsbereit, ...  
erfolgreich, entschlossen, ...  
zuverlässig, selbstbewusst, ...  
schwimmen, segeln, ...  
der Sturm, der Wind, ...  
der Frühling, der Herbst, ...  
der Berg, der Wald, ...

### C. Vergleiche

For each group, add one German word you think fits well. Be ready to explain your reason in German.

der Winter / kalt:  
Der Winter hier ist kälter als der Herbst.

1. der Frühling / warm
2. der See / groß
3. das Klima / schön
4. meine Heimat /  
freundlich
5. der Süden / konservativ

### Organization.

(Multiple intelligences): This refers to different ways to demonstrate intellectual ability. Sts can fall into several groups but tend to have preferences. 1) Visual/spatial intelligence, i.e., they think in pictures. They enjoy maps, charts, pictures & movies. Skills include sketching, creating visual metaphors and interpreting images. 2) Verbal/linguistic intelligence, i.e., they have great listening skills and speak elegantly. They think in words, not pictures. Skills include listening, speaking, story telling, argumentation, analyses. 3) Logical/mathematical intelligence, i.e., they think conceptually using logic and numerical patterns. They are curious and like experiments. Skills include problem solving, classifying info, scientific analyses. (Continued on next pg)



**D. Das kann ich nicht leiden**

Many people have something they just can't stand about their home region. For each person below, describe something that you, your friends, or your family cannot stand about the place you come from.

Mein Vater kann das Wetter in Virginia nicht leiden.

Mein(e)  
Mitbewohner(in)

Meine Familie

Meine Freunde

Ich

D. (Warm-up): **Begin** showing how *leiden* works and examples of things that you "can't *leiden*" (i.e., accusative objects). *Kalte Pizza, laute Musik, dumme Leute, schwere Prüfungen*, etc.

E. (Pre-Reading): a) Have sts work with a partner. They should draw a picture of what they typically associate with the German event of *Oktoberfest*. Have a couple pairs present their pictures to the class.

b) Ask your sts if any of them has ever been to *Oktoberfest* or if they know anyone who has. Do they know a funny story? Otherwise, if you know one, share it with the class.

(Reading): Have sts read the text with a partner. Make sure both partners read part of the text aloud.

(In class): Have sts answer the final qn individually on a piece of paper to hand in to you. Tell them to use complete sentences. Make this an impromptu, in-class essay.

(Answers): *im September, großes Bier, tanzen, verbinde, nicht immer*.

**E. Ein bayrisches Fest im September**

Read what Torgunn has to say about the *Oktoberfest* and complete the activity that follows.

Das Oktoberfest, das ist in München und was die Amerikaner immer mit Deutschland verbinden. Es ist im September in München und das größte Volksfest in Deutschland, wo massig viel Bier getrunken wird, ganz viele Karussells sind und wo die ganze Welt hinschaut<sup>1</sup>, wenn das stattfindet. Ich war da einmal. Das war echt witzig<sup>2</sup>. Da sind sieben Riesenzelte. Die Leute tanzen dann zu später Stunde auf dem Tisch. Es ist sehr gute Stimmung<sup>3</sup> da immer, aber halt sehr übertrieben<sup>4</sup>, weil es eigentlich nicht immer so ist in Bayern, und auch nicht in Deutschland.

- 1 hinschauen – to watch
- 2 funny; fun
- 3 mood, atmosphere
- 4 excessive; overdone



Schwäbisch Hall

Das Oktoberfest findet \_\_\_\_\_ statt.

Das Oktoberfest ist ein \_\_\_\_\_ Volksfest.

Auf dem Oktoberfest trinkt man \_\_\_\_\_.

Die Leute auf dem Oktoberfest \_\_\_\_\_ auf den Tischen.

Amerikaner \_\_\_\_\_ das Oktoberfest immer mit Deutschland.

In Bayern ist es \_\_\_\_\_ wie beim Oktoberfest.

Warst du schon einmal auf dem Oktoberfest? Möchtest du einmal das Oktoberfest besuchen? Warum oder warum nicht?

Organization.

(Multiple intelligences): 4) Bodily/kinesthetic intelligence, i.e., they express themselves through movement. They are coordinated and process info through interaction. Skills include body language, acting, hands-on projects. 5) Musical/rhythmic intelligence, i.e., they think in sounds, rhythms and patterns. They respond to music and are sensitive to environmental sounds. Skills include making music, understanding structures in music. 6) Interpersonal intelligence, i.e., they can see from multiple perspectives. They are intuitive, organized and mediative. Skills include adept use of verbal and non-verbal language. 7) Intrapersonal intelligence, i.e., can self-reflect and assess. Skills include evaluating their thinking patterns, understanding their role and relationships.

## F. Norden – Süden

Read the following associations with northern and southern Germany and write in all the associations they mention for *Norddeutschland* and *Süddeutschland*. Remember to include: *Landschaft, Wetter, Industrien, Städte, Freizeitsaktivitäten*.

F. (FYI): Creating cultural associations is a key objective of AG! because of how useful they are in creating context between sts and German speakers. Sts can use this information when meeting Germans and finding out more about them.

(Answers): *Norddeutschland*: See, Hamburg, Häfen, kühles Wetter, stürmisches Wetter, flache Landschaft, keine Wälder, Meer, Nordsee, Inseln, starken Wind, saubere Luft, Ostfriesen(witze), Tee, Muscheln.

*Süddeutschland*: Alpen, München, Urlaub, wandern, Skifahren, sonnig, schön, Sonne, Wärme, Bodensee, Wein, Stuttgart, Freizeit, Bier trinken, Bayern, hügelig, Weißbier.

(Ext.): *Liebes Tagebuch*. Have sts spend 5 minutes in free writing pretending they are either a northern German in southern Germany or a southern German in northern Germany. Have them describe the area and how it compares to their home area. For example: *Liebes Tagebuch: Ich bin jetzt in Hamburg. Es ist eine große Stadt wie München, aber kühler. Es gibt einen großen Hafen. Es ist zu windig! Norddeutschland ist sehr flach!*

**Lothar (Bremen, DE):** Ja, mit Norddeutschland verbindet man natürlich die See, vor allem noch die große Stadt Hamburg mit ihrem großen Hafen<sup>1</sup>. Vielleicht auch ein bisschen kühles stürmisches Wetter. Und von der Landschaft her natürlich diese typische Seelandschaft, die sehr flach ist, ohne Berge und ohne viele Wälder.

**Stephanie (Berlin, DE):** Ja, mit Süddeutschland verbindet man natürlich die Alpen und große Städte wie München. Da kann man auch sehr schön Urlaub machen, sowohl im Sommer zum Bergwandern, als auch im Winter zum Skilaufen. Und es ist meistens etwas wärmer und häufig<sup>2</sup> etwas sonniger als in übrigen<sup>3</sup> Teilen Deutschlands und es ist landschaftlich sehr schön.

**Barbara (Kassel, DE):** Süddeutschland – damit verbinde ich Sonne, Wärme, Bodensee, diesen großen See an der Grenze zur Schweiz, Wein – dort wird Wein angebaut, weil es schön warm ist. Damit verbinde ich auch Städte wie Stuttgart, eine große Stadt, und München vor allen Dingen. München liegt in Bayern und ist eine wunderschöne Stadt mit einer großen Tradition.

**Uwe (Göttingen, DE):** Süddeutschland – Urlaub, Berge, sehr viel Freizeit, Bier trinken, Wandern würde ich sagen.

- 1 harbor
- 2 often
- 3 other



München

**Angelika (Berlin, DE):** Süddeutschland ist für mich vor allem Bayern. Da ist es wärmer als hier, hügelig<sup>4</sup>, ja, bayerisches Bier, Weißbier, sowas in der Art.

**Johannes (Kassel, DE):** Ja, mit Norddeutschland verbinden wir natürlich vor allem das Meer, die Nordsee und die Inseln, die in der Nordsee liegen, zum Beispiel die Insel Sylt oder die Insel Spiekeroog. Und wir genießen<sup>5</sup> den starken Wind und die saubere<sup>6</sup> Luft<sup>7</sup> und das saubere Meer. Sonst verbinden wir mit Norddeutschland natürlich Hamburg.

**Martin (Bern, CH):** Norddeutschland – Ostfriesen, Ostfriesenwitze, Tee, Muscheln<sup>8</sup> sammeln<sup>9</sup>, Meer ...

- 4 hilly
- 5 to enjoy
- 6 clean
- 7 air
- 8 mussels
- 9 to gather / collect

## Norddeutschland

See (Nordsee)

## Süddeutschland

Alpen

## Organization.

(Learning to notice): Reading texts are key opportunities to help sts notice and reflect on grammar structures. Be sure to take a few minutes to work with grammar whenever you have a reading text. Activity F above does not explicitly include a task having to do with grammar forms. However, such activities can always be worked into reading texts. Adjectival agreement, tense-noticing, prepositions (especially when they are different from what an English speaker would expect!), etc. are excellent candidates. When the student task is comprehension, grammatical forms usually play a minor role (context and vocabulary are the key elements), so specific, focused noticing activities are necessary to make morpho-syntactic forms (i.e., grammar endings) more salient to novice-level learners.

**G. Meine Heimat**

Write four sentences about your home town or region, one for each season, using a different modal verb in each sentence.

im Frühling / im Sommer /  
im Herbst / im Winter  
können / müssen / sollen /  
wollen / dürfen

Im Sommer kann man  
zum Strand gehen.



Bamberg

G. (FYI): This is another activity that focuses on basic word order with prepositional phrases introducing the sentences. It's such a common pattern in German that sts need to be exposed to it constantly.

(Ext.): Have sts share their sentences with a partner or in a SMGR.

H. (FYI): This is the inverse of the texts in F, where sts need to list their own associations. It's good preparation for meeting Germans and being able to explain their own culture.

I. (Tip): Because this is a higher order task and may well contain a lot of new terms (depending on what sts wrote in H), consider introducing this to the whole class, modeling how it can go and writing useful language chunks on the map to help scaffold std production.

**H. Im Norden / Im Süden**

Was verbindest du mit dem Norden/Süden in deinem Heimaltsland? List associations you have either for your state or territory or your home country. Try to use as much German as possible.

der Norden

der Süden

**I. Interview**

Work with a partner and ask what your partner's associations are. Then ask your partner whether he or she associates the north or the south with the items you wrote about.

Was verbindest du mit dem Norden in deiner Heimat? Mit dem Norden verbinde ich...

Womit verbindest du kaltes Wetter? Mit dem Norden.

Organization.

(Appropriating language): *Auf geht's!* uses a process-oriented, model-based writing program that encourages sts to grab chunks of language they want to use and then progress to where they can effectively adapt those chunks. Writing guides, sentence builders and models are already called out by being in the colored text boxes. Encourage sts to highlight "I could use that" phrases in other LB texts. Keep a list yourself. E-post, project or distribute your list along with examples of how to adapt those sentences to express personal meaning. This can be your reserve activity for the remainder of Unit 5.

J. (Warm-up): Warm-up for this ex the day before: Prime 1 - Welche deutschen Städte können Sie nennen? Waren Sie schon in einer Stadt in Deutschland? Wo liegt sie? (im Norden, im Süden ....).

or,

Prime 2 - Viele Amerikaner kennen Heidelberg. Was assoziieren Sie schon mit H.? As sts mention words, write the German words on the board.

or,

Prime 3 - Pull up a webpage with images or info on Heidelberg if you have a smart classroom.

or,

Prime 4 - Emphasize the strategies and reading process highlighted in the peach box in ex A. Assign readers for the text for tomorrow.

(FYI): The goal of this and similar activities is NOT translation (though there is nothing wrong with translation per se), but rather to help sts recognize structures in written texts and appropriate them for their own uses.

### J. Heidelberg

As you work with this text on Heidelberg, you will be focusing also on some reading strategies.

1. Scan the text (read it quickly) for two minutes.

2. Highlight up to five words (only!) to look up. Write each one's definition next to it. Don't look up any other words, so make these count.

3. Now read the text carefully and write two short German sentences in the boxes near each paragraph with information you figured out from the text.

Heidelberg ist von seinem Image her eine der weltweit bekanntesten<sup>1</sup> Städte. Sie ist für viele ein Synonym für die deutsche Romantik. Diese Stadt ist circa 80 km südlich von Frankfurt und circa 120 km nordwestlich von Stuttgart entfernt. Sie liegt schön am Neckar<sup>2</sup>, wo der leicht bergische Odenwald an die Rheinebene<sup>3</sup> grenzt<sup>4</sup>.

1 well known

2 Neckar – a river

3 wide, flat area on either side of the Rhine River

4 grenzen – to border



Heidelberg

Heidelberg ist eine alte Stadt (1196 oder früher gegründet) mit mehreren alten Sehenswürdigkeiten. Im 2. Weltkrieg fielen keine Bomben auf Heidelberg und die Altstadt blieb intakt. Hier findet man die berühmteste Schlossruine Deutschlands. Viele In- und Ausländer besuchen diese Ruine und die schöne Altstadt Heidelbergs.

In Heidelberg gibt es auch eine alte Universität. An dieser Uni haben Theologen im 16. Jahrhundert den Heidelberger Katechismus geschrieben, der eine wichtige Bekenntnisschrift<sup>5</sup> für die Reformation und die evangelische Kirche ist.

5 creed

Heidelberg hat nur 149.000 Einwohner, ist aber die fünfgrößte Stadt in Baden-Württemberg. Die Landschaft ist schön und das Klima ist für Deutschland auch gut. Dazu hat Heidelberg auch einen urbanen Flair und bietet<sup>6</sup> seinen Besuchern und Einwohnern viele Freizeitmöglichkeiten<sup>7</sup>.

6 bieten – to offer

7 free time activities

Organization.

(Getting kinesthetic): While German is not physical education, you can still find activities that help the kinesthetic learner and include a refreshing change of pace for all. Have sts spell words or sentences with flashcards. Each student holds up one part of a sentence or one letter of a word. Make it a game where you ask qns and sts need to assemble the answer as quickly as possible. Or, have sts do TPR exercises, mixers, charades, pictionary, interviews and any other kinds of activities that get sts out of their seats.

(Photo): This is the *Heidelberger Schloss*, one of the best known features of the city.



**K. Ohne Fleiß kein Preis**

For the following items, create a sentence linking them to something else. Make sure that the word *kein* agrees with the noun it modifies (it will be *kein* or *keine*). Tip: *ohne* means 'without.'

Sommer : Kein Sommer ohne Ferien

Winter  
Kuss  
Wiese  
Brötchen  
Tourist  
Hafen  
Regel  
Mannschaft

K. (FYI) This is another creative activity that is very open ended. Structurally, sts need to identify the gender of the noun (so they know whether to say *kein* or *keine*) and then come up with a noun of some sort. Since it will be modified by *ohne*, any endings will need to be in the accusative case. This has good potential for sts coming up with some VERY interesting, creative sayings!

**L. Eine Stadt beschreiben**

Describe a city other than your hometown. Borrow and adapt phrases from the Heidelberg text and other writing assignments. Your essay should have three paragraphs of 3-5 sentences each.



**paragraph 1** – general description and location

**paragraph 2** – more description and something unusual or famous

**paragraph 3** – compare the city and weather to where you are currently living or studying

Grand Rapids ist nicht weltweit bekannt. Diese Stadt liegt im Bundesstaat Michigan, im Mittleren Westen der USA. Sie ist circa drei Stunden westlich von Detroit und drei Stunden nordöstlich von Chicago entfernt. Sie liegt schön am Grand River und ist 60 Kilometer vom Michigansee entfernt.

Grand Rapids ist eine mittelgroße Stadt in Michigan. Sie ist nicht sehr alt (im 19. Jahrhundert gegründet). Diese Stadt war für ihre Möbel bekannt, jetzt aber nicht mehr. Hier findet man eine berühmte Skulptur von Calder, Meijers botanischen Garten und die Firma Amway. In der Nähe gibt es auch viele Colleges und Universitäten.

Im Vergleich zu anderen mittelgroßen Städten gibt es hier viel Wasser, viele Bäume und viele kleine Seen. Das Klima ist nicht so gut. Es ist heiß im Sommer und kalt im Winter mit viel Schnee. Aber der Herbst und der Frühling sind schön.



Wachenheim an der Weinstraße

L. (Pre-Reading): a) Post the text on a projector screen. Then, have students come up and highlight the information in the first paragraph those words that would change if one were to talk about another city. For example, *Grand Rapids ... nicht weltweit bekannt*. In other words, help them see how they would manipulate the example to talk about their own chosen city.

b) Then, have sts work in pairs to change the highlighted information to describe a town or city in the US. For example, *San Francisco ist weltweit bekannt*. Have a couple pairs read their paragraph to the class. Does everyone agree with what the other sts say about a particular city?

Organization.

(Homework vs in-class): For each LB task you have decisions to make. Should this be HW or not? What, if anything, should I do with this in class? Shall I skip it? The Teacher Edition offers lots of ideas. You can't do them all (at least not in 2 standard semesters). But don't fall into the rut of just assigning things as homework and then having to spend time at the last minute figuring out what to do with them in class, or, worse yet, forgetting to follow up at all. Craft your unit and your use of the different media methodically. That's a key difference between good teaching and great teaching.

## 5.3 Im Osten

Culture: Eastern Germany  
Vocabulary: Describing regions & landmarks  
Grammar: Conversational past with *sein*

A. (Tip): Give sts 30 seconds to review their associations; then have them close their texts and call out associations (which you or other sts can write on the board). Leave it there to refer to during class.

B. (Warm-up): This activity reviews the use of *gern* with verbs. Begin talking about your own activities, emphasizing *gern* to make it salient to them. Write one sentence on the board showing the position of *gern*. Ask sts yes/no qns to practice, such as *Lesen Sie gern?* Then write a phrase such as *abends weggehen* and ask sts to create a *du*-question based on it. Then have them work with a partner on the activity.

C. (Warm-up): Review *nicht* and *kein* from unit 3 first, showing when to use *kein* and when *nicht*. Then look at the prompts and have sts create yes/no qns from them. THEN ask them to decide whether the answer should use *nicht* or *kein*. Practice a few with sts, modifying them if you wish. Once they can ask qns and have an idea of whether to use *nicht* or *kein*, let them work together. Debrief afterwards, because this is a difficult task for beginning sts.

### A. Assoziationen

After going through the Interactive for 5.3, list as many associations with eastern Germany as you can in the space provided.

### B. Was ich gern tue

With a partner, ask questions with the following terms. Be careful of separable prefixes!



Hausaufgaben:  
Machst du gern Hausaufgaben?  
Klar mache ich Hausaufgaben gern.

|                  |                            |
|------------------|----------------------------|
| abends weggehen  | Schnee schaufeln           |
| Schokolade essen | den Rasen mähen            |
| Bier trinken     | am Wochenende ausschlafen  |
| Rad fahren       | neue Gerichte ausprobieren |

### C. Hab' ich nicht, mach' ich nicht

Working with a partner, ask questions based on the following prompts. You can review the use of *nicht* and *kein* in unit 3.



Haustiere haben:  
Hast du Haustiere?  
Nein, ich habe keine Haustiere.



Kap Arkona, Rügen

zwei Geschwister haben  
reich sein  
Chinesisch sprechen  
Sportfilme gern sehen  
viel Freizeit haben  
genug schlafen  
Zeitung lesen

### Organization.

(5-year plan): As you may already know, the 5-year plan was a staple of Soviet economic planning – with questionable results. Yet perhaps in language teaching we should consider having 5-year plans. The essential question is not what we hope our students will accomplish for the quiz or unit test or even the end of the course. The real question is: What will our students be doing with what they learn in this course in 5 years' time? If education, whether liberal arts or not, is to have a real impact on society, some sort of positive transformation needs to take place in students' lives. This is particularly urgent in a core course like beginning language courses that comprise approximately 85% of all language enrollments (in other words, most students never go on to advanced study). Consider how your course can have a life-changing impact on your students NOW, because with most of them you will not get another opportunity.

## D. Ostdeutschland – Westdeutschland

Despite over 20 years of unification, the East-West divide persists in many aspects of life. Read how Johannes and Theo answer the question: *Gibt es noch Unterschiede zwischen Ost und West?* Then answer the questions that follow.

**Theo (Berlin, DE):** Wir haben gute Freunde in Ostdeutschland. Wenn wir über die Gesundheitsreform in Deutschland sprechen, dann ist es ganz deutlich. Wir haben sehr viele negative Voreingenommenheiten<sup>1</sup>. In Ostdeutschland ist der Medizinerberuf noch sehr viel mehr mit sozialer Aufgabe<sup>2</sup> und mit dem Dienst<sup>3</sup> am Menschen verbunden. Aber in solchen Diskussionen ist die Denkweise<sup>4</sup> einfach deutlich unterschiedlich.

Um auch etwas Positives dazu zu sagen: die ganze Kommunikationstechnologie ist in Ostdeutschland am modernsten, weil sie eben sehr neu ist. Also, die moderneren Versionen von Fabriken sind auch im Osten zu finden.

<sup>1</sup> prejudices

<sup>2</sup> task, mission

<sup>3</sup> service

<sup>4</sup> mentality, way of thinking

1. Wie sehen Johannes und Theo die Entwicklung des Ostens?

- ☐ nur negativ  
☐ nur positiv  
☐ gemischt

2. Johannes spricht vor allem über diese Themen:

- ☐ Arbeitslosigkeit, aber auch Kinderboom im Osten.  
☐ Arbeitslosigkeit, aber auch ein bisschen Hoffnung.  
☐ Arbeit für alle und Pessimismus.

3. Theo spricht über den Beruf des Mediziners,

- ☐ der im Osten und Westen gleich ist.  
☐ der im Osten und Westen noch immer anders ist.  
☐ den es im Osten gar nicht gibt.

4. Johannes und Theo versuchen in ihren Aussagen über den Osten

- ☐ das Positive und das Negative zu sehen.  
☐ alles negativ zu sehen.  
☐ alles positiv zu sehen.

5. Johannes nennt zwei Städte im Osten Deutschlands. Wie heißen diese? In welchen Bundesländern liegen sie?

6. Theo nennt zwei positive Aspekte über den Osten Deutschlands. Was sind diese?

**Johannes (Kassel, DE):** Es gibt viele Unterschiede zwischen Ost und West, vor allen Dingen wirtschaftliche Unterschiede. In Ostdeutschland gibt es sehr viel mehr Arbeitslose als in Westdeutschland. Es gibt Gebiete, wo 20 oder 25 Prozent der Menschen keine Arbeit haben und keine Chance, je eine Arbeit zu finden, wenn sie nicht ihre Heimat verlassen. Das ist ein besonderes Problem für Jugendliche, und zurück bleiben ältere Leute und wenig Kinder, weil die Ostdeutschen auch sehr wenig Kinder bekommen seit der Wende. Es herrscht<sup>5</sup> eine sehr schlechte Stimmung und Pessimismus. Es gibt aber auch Beispiele dagegen: es gibt Städte wie Leipzig oder wie Potsdam, wo viele Arbeitsplätze geschaffen<sup>6</sup> sind, wo es immer noch viele Arbeitslose gibt, aber wo eine Perspektive da ist für die meisten Menschen.

<sup>5</sup> to prevail

<sup>6</sup> schaffen – to create



Görlitz

D. (Pre-Reading): Given the fact that your sts may have little or no associations with the history of West and East Germany, consider priming them for this by making an as-sociogram of differences between the US North and South or the coasts and the Midwest. Try to keep the words as German as possible.

(Reading): Have sts read these texts aloud in SMGR.

(Post-Reading): Have sts answer the qns in their groups. Additionally, have them prepare to answer the qns in three or four sentences, i.e., they need to extend the answer, give more information and/or explain in detail. Each group can report one answer back to the class.

(Answers): 1) *gemischt* 2) *Arbeitslosigkeit aber ein bisschen Hoffnung* 3) *der im Osten und Westen anders ist* 4) *das Positive und das Negative zu sehen* 5) *Leipzig (Sachsen), Potsdam (Brandenburg)* 6) *gute Kommunikationstechnologie, moderne Fabriken (auch mehr soziale Aufgabe und Dienst am Menschen beim Medizinerberuf).*

Organization.

(Reading strategies - complicated texts): Sts can freeze up when confronted with a challenging reading. They can also give up if they figure you'll give the answers tomorrow. Two ploys to combat this: 1) Do adequate day-before priming so that the homework seems doable and the topic interesting. 2) Design your assessments to test the strategies and process as much or more than the actual content of a particular text. Remember we're not reading *Faust*; we're training sts to read, listen and interact in German.

(Key words): We encourage work with key words in your *Auf geht's!* course because it is an effective way to build cultural understanding without a great deal of lexical or syntactic complexity. Lists are good things for novice- and intermediate-level learners, and with some time and patience, they can be great tools for critical thinking as sts evaluate what good members of lists are, criteria for membership, comparisons between lists and cultural similarities or differences.



E. (HW): Have sts do this ex as HW. In addition, assign each st one of these names to investigate more thoroughly.

(Ext): Group sts according to which person they investigated for the HW. Have each group meet and prepare a short presentation about that person. Give them 5 minutes, and then they should present their work to the class. Make sure each person says something in each group. If someone forgets to do their HW, make them write a short essay about their assigned person as HW for the next session.

(Tip): Take notes yourself on reports. Include some of this info on the next quiz or next test. Let sts know they need to pay attention – this is not throwaway naptime!

F. (Practice): Sts should now know a little more about these famous people because of their research and reports in ex E. Make ex F a pop quiz.

(FYI): Franz Liszt is arguably Hungarian and not German. His first name was germanized. Liszt means “flour” in Hungarian.

### E. Weimar

Weimar is widely recognized as a ‘culture capital’ in Europe. A great number of famous Germans either lived or worked in Weimar at some point in their lives.

Research Do a web search for information on the following people and write down the following info in the box below:

1. Major field (e.g., music, literature)
2. Approximate time in Weimar (e.g., 1706-1712)
3. One thing associated with his stay in Weimar

Johann Gottfried Herder

1. Philosophy and literature
2. 1776-1803
3. Made important connections about how language influences thought

Johann Sebastian Bach

Johann Wolfgang von Goethe

Friedrich Schiller

Franz Liszt

Walter Gropius



Weimar

### F. Wer war das?

Connect the text with the famous person it refers to.

1708 ist er von Mühlhausen nach Weimar gekommen, wo er bis 1717 als Hoforganist<sup>1</sup> und Konzertmeister gearbeitet hat.

**Franz Liszt**

1775 ist er nach Weimar gekommen. Sein altes Haus ist jetzt ein Museum.

**Johann Sebastian Bach**

1776 hat er in Weimar als erster Prediger<sup>2</sup> an der Stadtkirche zu Weimar gearbeitet.

**Friedrich Schiller**

1804 hat er *Wilhelm Tell* geschrieben.

**Johann Gottfried Herder**

1848 ist dieser Mann Hofkapellmeister in Weimar geworden<sup>3</sup>. Er hat bis 1861 in Weimar gewohnt.

**Walter Gropius**

1919 hat er das „Staatliche Bauhaus“ gegründet<sup>4</sup>. Das Bauhaus ist eine sehr innovative Bewegung<sup>5</sup> in der Architektur.

**Johann Wolfgang von Goethe**

<sup>1</sup> court organist

<sup>2</sup> preacher

<sup>3</sup> ist geworden – became

<sup>4</sup> hat gegründet – founded

<sup>5</sup> movement

Organization.

(Culture learning - factual knowledge): Unit 5 includes many facts, names, places and dates. The goal is not mastering trivial pursuit; sts are developing a richer, more varied picture of German culture. Some facts are part of this picture. You get to decide how to assess the cultural facts. Consider allowing freedom of choice while still expecting some level of detail, e.g., write at least 6 good sentences telling what you've learned about one famous German person. You could ask this qn on a quiz or a test.

(Answers to activity F): 1708 - J.S. Bach; 1775 - Goethe; 1776 - Herder; 1804 - Schiller; 1848 - Liszt; 1919 - Gropius.



**G. Wortschatz**

For each word, write the abbreviation for the field or fields you think are best associated with it.

|                             |                  |               |
|-----------------------------|------------------|---------------|
| Politikwissenschaft (PoWi)  | die Flut         | die Schlacht  |
| Geschichte (Ge)             | der Kommunismus  | der Tourismus |
| Volkswirtschaftslehre (VWL) | der Leuchtturm   | das Schloss   |
| Religion (Rel)              | der Nationalpark | der Bauer     |
| Naturwissenschaften (NW)    | der Wiederaufbau | die Königin   |
| Soziologie (So)             | die Bibel        | das Feuer     |

G. (Tip): This activity does not have 'correct' answer per se as one could argue differently for each word. Poll sts as to their responses and have them explain in (possibly broken) German why, using associations, phrases and sentences if they can. This activity is aimed at vocabulary knowledge and deepening, not conversation.

**H. Nicht für dich**

With a partner, ask each other questions about what you do for others. Use the model provided for guidance. You'll need to think about correctly using pronouns after *für* (accusative). Take your time and think it through!



ein Geschenk für die Schwester kaufen  
im Garten für den Opa arbeiten  
Hausaufgaben für den Kurs machen  
Gedichte für dein(e) Mitbewohner(in) schreiben

den Rasen für die Eltern mähen:  
Mähst du für die Eltern den Rasen?  
Nein, ich mache das nicht für sie, aber  
ich mache das für meinen Onkel.

H. (Tip): This activity is aimed at more complicated production, reviewing *für* + accusative and saying longer sentences. Work through one example such as *das Essen kochen*. Ask sts *Kochen Sie das Essen für die Eltern? Für die Geschwister? Für den Hund?* They can eventually say things like *Ich koche das Essen für die Eltern. Ich koche das Essen nicht für den Hund*. When this is working fairly well, have them work with a partner. If they need to, let them write out their answers, too, since this is longer sentence production. Speed up or slow down as needed to keep sts working successfully.

**I. Dein Wochenende**

With a partner, ask questions about the coming weekend. Answer with yes or no and then describe how it was last weekend. Use *und* if it's the same and *aber* if it's different.



Schläfst du am Wochenende aus? Ja, und letztes Wochenende habe ich auch ausgeschlafen.  
Machst du am Wochenende Hausaufgaben? Ja, aber letztes Wochenende habe ich keine Hausaufgaben gemacht. Das war schön!



Reichstagsgebäude, Berlin

I. (Tip): This activity is aimed at switching from present to present perfect in a conversational context. Review conv. past forms. Consider writing 4-5 verbs on the board they can refer to.

Organization.

(Google Earth): Encourage sts to use resources like Google Earth to connect to locations described in *Auf geht's!*. Sts can look up locations found in pictures or the hometown of any given person from our interviews, which can be very interesting, as sts get a bird's eye view of the terrain and the region. This can be another way to have them explore some of the topics raised in *Auf geht's!* on their own and reinforce the connections to the real world – literally!

(Summarizing): One important way to solidify learning, especially about cultural topics, is to have sts summarize what it is they are actually absorbing from the course. This is not a test, checking whether they can remember what you want them to remember, but rather an opportunity for you as the instructor to see what kind of "update" is happening and discover the points that are sticking with your students. So while it is always valuable for sts to practice writing in general, it is also a nice check for instructors to see what sorts of things sts are noticing and remembering.

## J. Dessau und Bauhaus

Read the following text about *Bauhaus* and answer the questions that follow.

J. (Post-Reading): Put dates from the text on the board. Have partners discuss the most important info about each date. Additional qns: What is the connection between Dessau and *Bauhaus*? What would a motto for *Bauhaus* be?

(FYI): Grammar note - you can make sts conscious of modals in the past. Have sts guess which verb *musste* is related to. Tell sts this is "had to." Don't stress; modals in the past are a focus in Unit 7. No need to go into the passive either. Just have sts get the main meaning.

(Tip): *Bauhaus* would make a great final project topic, especially for the visual learners.

(FYI): *Hochschule* is akin to college or technical school, not "high school"!

(Answers): The first image is *Bauhaus* (*einfache Form, Glas u. Beton*). The second image is not (very traditional, ornaments on doorway, above central window). The third image is *Bauhaus* (*Glas, Backstein, einfache Form*).

Hast du schon einmal von der ostdeutschen Stadt Dessau gehört? Sie ist nicht sehr groß und ziemlich<sup>1</sup> alt (bekannt seit 1213). Während des Zweiten Weltkriegs wurde Dessau wegen seiner Militärwerke schwer zerstört<sup>2</sup>.

International bekannt ist die Stadt vor allem durch die Kunst-, Design- und Architekturhochschule Bauhaus, die hier von 1926 bis 1932 ihren Sitz hatte. Gegründet wurde das Bauhaus 1919 in Weimar, die konservative Stadtregierung<sup>3</sup> vertrieb<sup>4</sup> das Bauhaus aber aus der Stadt. Dessau wurde dann die neue Heimat des Bauhauses bis 1932, als das Bauhaus nochmals umziehen musste, dann nach Berlin. 1933 wurde die Kunsthochschule geschlossen<sup>5</sup>. Danach sind viele Bauhaus-Künstler in die USA gezogen<sup>6</sup>, wo Moholy-Nagy 1937 *The New Bauhaus* gegründet hat (heute: Institute of Design in Chicago).

- 1 fairly
- 2 devastated
- 3 city government
- 4 vertreiben – to drive out
- 5 schließen – to close
- 6 ziehen – to move

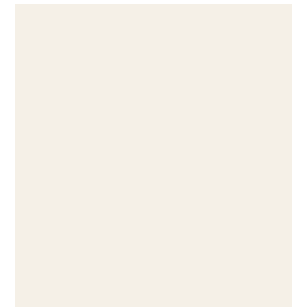
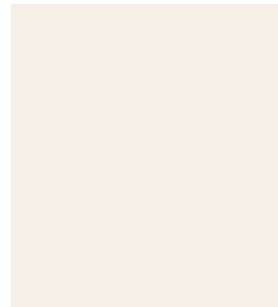
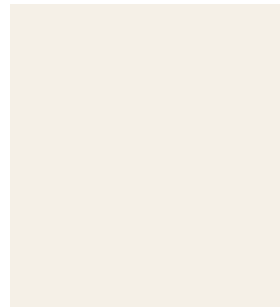


Die Künstler und Professoren des Bauhauses haben die moderne Architektur, Kunst und das Design besonders stark geprägt<sup>7</sup>. Ziel dieser neuen radikalen Bewegung war es, Massenproduktion mit einfachem Design zu verbinden. Zu den Merkmalen<sup>8</sup> des „Bauhausstils“ gehören die folgenden Ideen:

- die Funktion ist genauso wichtig wie die Form;
- die Form ist einfach und klar – oft kubisch;
- fast nur Grundfarben (z.B. schwarz, weiß, rot);
- Materialien wie Glas, Stahl, Beton<sup>9</sup>, Backstein<sup>10</sup>.

- 7 prägen – to leave a mark on
- 8 Merkmal – characteristic
- 9 concrete
- 10 brick

Here are three buildings from Dessau. Write auf Deutsch if you think it's a Bauhaus design – include your reasons.



### Organization.

(Grammar control): The text in ex J includes the simple past, which is not taught for production until later. Most past verbs are glossed. You can teach *war* as "was." Focus on understanding the main points of this text, or skip it. Consider: learning to read for meaning while accepting some ambiguity or unclear grammar structures is part of the learning process. The authentic German your sts may access outside your classroom or course will not be crafted to include only those structures and vocab that they have seen before. Sts and teachers must learn to balance the desire for control of the grammar and an acceptance of 'getting the gist' and living with ambiguity.

**K. Trabis**

Read the following text. Then write three German sentences comparing a *Trabi* to either your car or a car your parents or other relatives/friends own.

Der Trabant ist das berühmte ostdeutsche Auto aus Zwickau. Der Trabi war ein Held<sup>1</sup> der ostdeutschen Autoindustrie. Das kleine Volksauto war nicht sehr schnell und auch kein besonders sicheres Auto. Es war aber billig, einfach und schnell zu bauen. Seine Qualität war nicht sehr hoch, aber trotzdem war der Trabi Luxus. Oft musste man nach der Bestellung<sup>2</sup> bis zu zehn Jahren auf seinen Trabi warten.

Der Trabi wird heute nicht mehr produziert, aber das kleine Auto bleibt ein Symbol für die DDR. Es geht noch viele Trabi-Witze.

F. Was ist passiert, wenn ein Trabi bei Grün noch an der Ampel<sup>3</sup> steht?

A. Der Reifen klebt<sup>4</sup> an einem Kaugummi.

F. Was ist ein Trabi auf einem Berg?

A. Ein Wunder.

F. Wie verdoppelt<sup>5</sup> man den Wert des Trabis?

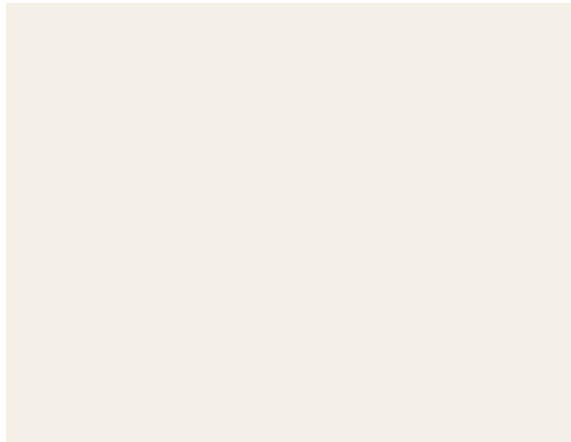
A. Man tankt ihn voll<sup>6</sup>.

- 1 *hero*
- 2 *order*
- 3 *traffic light*
- 4 *kleben – to stick to*
- 5 *to double*
- 6 *volltanken – to fill the gas tank*

Mein Auto (VW Passat) ist aus Deutschland und der Trabi ist auch aus Deutschland.

Mein Auto ist sehr schnell, aber ein Trabi ist langsam.

Mein Auto hat Platz für sechs Personen. Ein Trabi hat nur Platz für vier Personen.



K. (Warm-up): Have sts work in pairs and draw a picture of their ideal car. Have a couple pairs present their picture to the class. They should describe it in complete sentences. You will probably need to give them a couple of vocab words. Write them on the board as needed.

(FYI): a) These *Trabi* jokes are often a bit hard for students to get. Give liberal amounts of help as needed.

b) The DDR also produced a more deluxe model car, the *Wartburg*. “Deluxe” is, of course, relative. The topic of cars and transportation is handled more in Unit 6.

(Photo): As a bonus question, ask sts what the man is doing in the picture. Answer: checking how much gas he has, using a twig, since older *Trabis* did not have a fuel gauge.

L. If sts do this in German, provide a model of what you'd expect. Use coordinating conjunctions and adjectives. This is a skill-building task, not an assessment.

**L. Schreibst du!**

Which of the Weimar residents from 5.3E (Liszt, Bach, Schiller, Gropius, Goethe, Herder) is most interesting to you and why? Write this on a separate sheet of paper. Your instructor will determine if the assignment should be written in English or in German.

Ich finde *[name]* am interessantesten.



Organization.

(Your own writing models): Whenever appropriate and possible, develop your own writing models for sts. Advantages: 1) Doing the homework yourself allows you to see first-hand the phrases and vocab your sts are working with. 2) Sts generally appreciate extra models or guides. 3) Sts who use models well will hand in assignments that are easier to grade. 4) You can share interesting information about yourself, favorite cities, movies, etc. 5) If you write engaging models, your sts may be motivated to read them. Motivated reading of target structures and vocab in context – what could be better?



## 5.4 Im Westen

Culture: Western Germany  
Vocabulary: Describing the past  
Grammar: Coordinating conjunctions

A. (Warm-up): Have a projection prepared with a list of associations for western Germany with a few false ones mixed in. Have sts come up to the board and each circle or cross out one association that they think is not true. Ask the class if they agree or if any false answers were missed. At the end, see if sts can think of more correct associations to add.

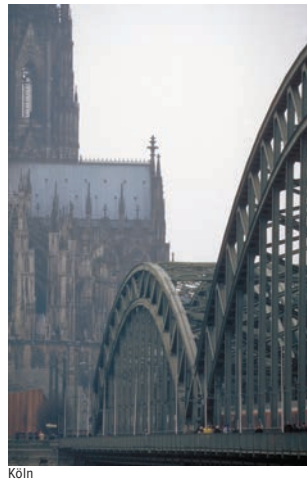
B. (Warm-up): Review with sts forming the present perfect tense, and highlight the difference between using *haben* and *sein* as the auxiliary. Then review telling time, asking them various time qns. When they are warmed up, check a few st responses (assuming this was assigned as HW). Field qns as to the correctness of their responses.

C. (Warm-up): Have sts review their answers in B while you note the days of the week on the board. Then have them work with a partner and answer the qns orally. Partner 1 can ask *Was hast du am Montag gemacht?* and partner 2 answers, then they switch.

(Ext.): Have sts repeat activity w/new partner if they continue to be engaged and it seems useful. Practice for fluency.

### A. Assoziationen

After going through the Interactive for 5.4, list as many associations with western Germany as you can in the space provided.



Köln

### B. Meine Woche

Think about this last week and describe one thing you did on each day, giving the time when you did it.

Am Mittwoch bin ich um 14.15 im Chemiekurs eingeschlafen.  
Am Samstag habe ich bis 13.00 ausgeschlafen.

am Montag

am Dienstag

am Mittwoch

am Donnerstag

am Freitag

am Samstag

am Sonntag

### C. Interview

Working with a partner, ask what you both did during the last week. Start with what you prepared in 5.4B above, but feel free to add to it.



Hallo David! Was hast du am Montag gemacht?  
Ich bin um 8.30 zum Deutschkurs gegangen.

### Organization.

(German vs English): Use German as much as possible in class. In fact, use German even when you see your sts in the hallway, on campus or in your office hours. But when is English good? Consider: Does this provide necessary target language input/good practice listening to key words and phrases or not? Can I present the necessary information in i+1 (input + 1) German? Is the time it takes to say this in German vs. English worth the class minutes? Are my sts lazy about their listening? Is a deeper discussion of this issue worth the English minutes? Is this something students need to understand 100% that calls for English to ensure complete comprehension? These are judgment calls each teacher and each language program has to make.



**D. Willkommen in Deutschland**

Read through the text and answer the questions below.

Deutschland, in der Mitte Europas gelegen – zwischen Nordsee und Ostsee im Norden und den Bayerischen Alpen im Süden, zwischen Polen im Osten und den Benelux<sup>1</sup>-Ländern und Frankreich im Westen – bietet bedeutende Städte, attraktive Kulturregionen, abwechslungsreiche Landschaften<sup>2</sup> und einladende Ferienzeile<sup>3</sup>. Ob mit Familie oder Kindern oder geschäftlich, ob romantisch oder als kurzer Städtetrip, ob sportlich aktiv und gesund oder als Weiterbildung mit anspruchsvoller Kultur – man kann überall etwas Interessantes finden.

- 1 Benelux – an economic union of Belgium, the Netherlands, and Luxembourg
- 2 abwechslungsreiche Landschaften – varied natural (landscape) attractions
- 3 einladende Ferienzeile – inviting vacation destinations

1. Write the things/places mentioned in the text that are associated with the north, south, east, and west in the areas around the map of Germany.

2. According to this text, Germany has something for everyone. Check which things this text mentions.

- ☐ famous museums
- ☐ important cities
- ☐ cultural regions
- ☐ wine-growing areas
- ☐ theme parks
- ☐ luxury hotels
- ☐ educational opportunities
- ☐ sailing and boating

3. The above quote is an advertising text. What characteristics do you see that support this? List some examples.

4. Underline sections in the text that are in the dative case. What prepositions are they connected with?



Rüdesheim am Rhein

Norden

Osten

Westen

Süden



D. (HW): Assign as HW.

(Practice): In class, do a partner ex as follow-up. Sentence 1: one st reads the text aloud while the other finds the places named in the text on the map (LB cover). Then, sts check their homework answers for ex D. Have groups report their ans back to the class.

(Answers): 1) Norden: Nordsee, Ostsee. Osten: Polen. Westen: Frankreich. Süden: Bayerische Alpen 2) bedeutende Städte, Kulturregionen, Weiterbildung 3) examples might include bieten - to offer, positive adjectives like attraktiv, man kann überall etwas Interessantes finden, geschäftlich oder romantisch 4) in der Mitte, im Norden und den Bayerischen Alpen, im Süden im Osten und den Benelux Ländern...im Westen, mit Familie oder Kindern, mit anspruchsvoller Kultur.

(Ext.): Create a template of this text with blanks for the nouns and adjectives (and some verbs) and have sts create an advertising 'brochure' for their university town or the university. It can of course be somewhat ironic if that helps build class morale!

Organization.

(Use of English): Studies in the use of L1 in the language classroom point to many benefits for allowing it. Glenn Levine's 2011 text *Code Choice in the Language Classroom* makes a strong argument for principled use of L1 (generally English at US universities) to help scaffold sts' understanding and ability to express themselves about critical issues. It can also be a form of power sharing in the ecology of the classroom since insistence on only L2 use privileges the instructor, and generally the instructor speaks much more relative to sts in such courses. Levine's book is recommended to help analyze and evaluate the use of L1 in the language classroom and develop a principled approach to bilingualism in the classroom that enhances student learning.

## E. Köln

Read these texts and answer the questions that follow in English. Before reading, think for a moment about the history of western Germany – how old do you think Cologne is?

E. (Reading): Have a couple sts read the same text aloud. Correct pronunciation and see that each st improves upon the last, if possible. Help sts learn from hearing the same words repeated several times.

(Tip): Tell sts: this text goes backwards in time, revealing the history of Köln. The text is mostly in the present tense.

(Warm-up): Day-before: Prime 1 - On board write: *Wie alt ist Köln?* (Cologne). Have sts guess. Or, Prime 2 - Divide into 6 SMGR. Each group gets 1 Absatz. Each group must glean and share 1 fact. Or, Prime 3 - *Assoziationen. Was assoziieren Sie schon mit Köln? oder mit diesem Gebiet in Deutschland?* Tell some of your associations and experiences. Pique st interest. Or, Prime 4 - show a YouTube clip of *Karneval*.

1 Im 21. Jahrhundert ist Köln eine moderne Großstadt Deutschlands. Sie liegt am Rhein circa 200 km nordwestlich von Frankfurt und 80 km östlich von Belgien entfernt. Hier findet man viel Industrie, Kultur und natürlich den Karneval.

Aber wie alt ist denn Köln?

2 Im 20. Jahrhundert ist Konrad Adenauer von 1917 bis 1933 Bürgermeister in Köln, aber die Nazis mögen ihn nicht. Köln ist eine wichtige Industriestadt und wird im Zweiten Weltkrieg schwer bombardiert. Neunzig Prozent der Innenstadt wird zerstört. Nach dem Krieg muss man fast alles wieder neu bauen.

Köln ist bestimmt älter als 100 Jahre!

3 Im neunzehnten Jahrhundert ist der Dom<sup>1</sup> endlich fertig. Wie lange hat es gedauert? Mehr als 600 Jahre! 1823 findet der erste Rosenmontagszug in Köln statt. Im achtzehnten Jahrhundert wird das Kölnisch Wasser<sup>2</sup> ein kommerzieller Erfolg<sup>3</sup>. Schon 200 Jahre kennen die Kölner dieses Wasser als Medikament.

Köln muss also älter als 700 Jahre sein, nicht wahr?

- 1 cathedral
- 2 Eau de Cologne
- 3 success



Groß St. Martin, Köln



4 Im Mittelalter wird Köln eine der wichtigsten und größten Städte Deutschlands. 1388 hat Köln eine der ersten Universitäten Europas. Im 15. Jahrhundert ist Köln die reichste Stadt im deutschen Raum. Aber das Mittelalter hat auch eine dunkle Seite. Im 15. Jahrhundert fliehen viele Juden aus der Stadt. Im 16. Jahrhundert müssen viele Protestanten fliehen. Und im 17. Jahrhundert sterben viele Kölnerinnen wegen des Hexenwahns.

Tja, ich schätze... Köln ist vielleicht tausend Jahre alt. Stimmt das?

5 Seit dem 12. Jahrhundert ist Köln die vierte christliche Metropole. Köln heißt jetzt „Heiliges Köln“. Karl der Große gründet hier sogar das Erzbistum Köln und der Kölner Erzbischof wird sehr mächtig<sup>4</sup> im Heiligen Römischen Reich.

„Charlemagne?“ O.K. Köln ist dann bestimmt 1300 oder 1400 Jahre alt, oder?

6 Die Kaiserin Agrippina<sup>5</sup> ist hier im Kölngebiet geboren. Durch sie wird diese Kleinstadt schon im 1. Jahrhundert „Colonia“ des Römerreiches. Teile der römischen Mauer und Wasserleitung kann man noch heute im Römisch-Germanischen Museum sehen.

- 4 powerful
- 5 die Mutter von Nero

### Organization.

(Reading checks): Balance “carrot” and “stick” motivations. Sticks are quizzes and tests. Make the carrots more appealing. Plowing through qns can be dull. Recap key content in new ways. For example A. - Idea: create a table with key dates. Partners fill in the key events or associations with those dates. Idea: create a timeline on the board. Hand out cards with events, names and key words from the text (big font or images). Sts must place their cards at the appropriate location on the timeline and say 1-2 German sentences about their card(s).

(Photos): The *Kölner Dom* is a symbol of the city. It is known for its gothic architectural style, including carved figures, pointy decorations and arches.

1. Wie alt ist Köln?
2. Woher kommt der Name "Köln"?
3. Wer war Konrad Adenauer?
4. Wie alt ist der Karneval?
5. *What is Nero's connection to Cologne?*
6. *Name two key buildings in Cologne.*
7. *What is the relationship between Eau de Cologne and Kölnisch Wasser?*

8. Which paragraph do these sentences belong with?

- |                                                                                                   |     |  |
|---------------------------------------------------------------------------------------------------|-----|--|
| a. Die anderen drei Städte sind Byzanz, Jerusalem und Rom.                                        | Nr. |  |
| b. Napoleon verbannte das Sonderwasser als Medikament. Aber viele Firmen verkaufen es als Parfüm. | Nr. |  |
| c. Nach dem Krieg wird er der erste Bundeskanzler von Westdeutschland.                            | Nr. |  |

(Answers): 1) *Köln ist ung. 2000 Jahre alt* [#6]  
 2) *from Latin Colonia* [#6]  
 3) *Bürgermeister von Köln 1917-1933* [#2]  
 4) *fast 200 Jahre alt* [#3]  
 5) *Neros Mutter ist dort geboren* [#6]  
 6) *der Dom* [#3] *Universität* [#4]  
 7) *it's the same thing* [#3]  
 8) a) [#4] b) [#3] c) [#2]

F. (Tip): Remind sts to look for useful phrases and to use their texts as sources of models for their own production.

(Answers): 1) *im zwölften Jahrhundert, im fünfzehnten Jahrhundert, im Mittelalter* 2) *1823 findet der erste Rosenmontagszug statt* 3) *Köln ist 1.300 Jahre alt, oder?* 4) *Nicht wahr? Stimmt das? Oder?*

#### F. Wie sagt man das?

Look through the text on Köln again and try to figure out how you say the following. Clues are in the text of course!



1. *in the 12th century*  
*in the 15th century*  
*in the Middle Ages*
2. *In 1823 the first Rosenmontag (Mardi Gras) parade takes place.*
3. *Cologne is 1,300 years old, right?*
4. *In the text you can find three ways of asking "right?" – since you may find yourself asking lots of questions if you're ever in Germany, these can be useful phrases. What are they?*

(FYI): The qns for this text try to get sts to interact at a deeper level of understanding than just finding points of information. Because the texts go in reverse chronology, they have to work harder to make sense of it, even though the language level is fairly basic. Help encourage connections by showing additional images or expounding on specific topics (such as Konrad Adenauer, maps of Köln through history, etc.).

Organization.

(Creative city reports): Recall the learning styles and multiple intelligences comments. Consider creative options to standard oral reports: travel brochures, 30 second radio ads, PowerPoints, illustrated children's stories, posters, comparison essays between specific German and US cities. Make criteria clear; e.g., mention at least 2 important dates, important events or persons. Write the 5 most important new and relevant vocab words on the board ahead of time.



## G. Deutschland-Holland

Both *Niedersachsen* and *Nordrhein-Westfalen* border on Holland, or *die Niederlande* as it is called in German. Read Monique's (Göttingen, DE) account of growing up bilingually and answer the questions that follow.

G. (Warm-up): a) Have sts play a game of picture-association. Have sts come to the board and draw some association they have with Holland and the Netherlands. The st that guesses correctly gets to draw the next association.

b) Or, make a list on the board of all the languages your sts speak or are learning to speak. Find out how many come from multi-lingual or non-English speaking homes.

(Post-Reading): Instead of having sts ans the qns one after the next, have them answer the qns within a 1-2 paragraph essay. They could do this in class in pairs or individually as HW.

(Answers): 1) *Vorteile: mit Verwandten sprechen, nach Holland fahren und einkaufen* 2) 2 and 3 3-4) answers will vary.

(Discussion): This can lead to a very interesting discussion (usually instructor led in German), especially if you have linguistic variety in your classroom. Discussions in the US these days seem to focus on utility to the individual, and because 'everyone speaks English' it's not worth the effort to learn another language. Is this pragmatism or arrogance? Or both?

## Organization.

(Recycling): A certain amount of recycling (i.e., review) is built into many activities in the *Auf geht's! Lernbuch*, but you can always be on the lookout for points of connection with previous cultural information, lexical items and structures/language chunks. If you notice connections with previous texts, make those apparent to sts, who in most courses are content to stay on whatever page is assigned and never look back or forward. Demonstrate by example that the *Lernbuch* is a useful reference and there is no law against going back to reread texts, nor of going forward to see what is coming. If sts can see the value in using various parts of the book and not just the current assignment, it will make the materials seem more interconnected and relevant to them and their real lives.



Porta Nigra, Trier

## Zweisprachige Situation in der Familie

Also ich finde, das hat nur Vorteile. Es war so, dass meine Mutter früher immer Holländisch mit uns gesprochen hat und mein Vater immer Deutsch. Wir waren viel in Holland, so dass wir viel bei meinen Verwandten<sup>1</sup> waren, speziell bei einer Tante, und da haben wir natürlich auch nur Holländisch gesprochen. Und ich finde, es hat vor allem Vorteile, weil wir an der niederländischen Grenze wohnen. Da muss man eigentlich Niederländisch sprechen können, da man ständig<sup>2</sup> rüberfährt<sup>3</sup>, um einzukaufen oder Ausflüge zu machen. Und es ist eigentlich zum Teil ein bisschen unverschämt<sup>4</sup> von den Deutschen, dass sie von jedem erwarten, dass er Deutsch sprechen kann. Dann sollen sie doch Niederländisch lernen, weil es wirklich nicht schwer ist! Und um sich zu verständigen<sup>5</sup> und andere Leute kennenzulernen, ist es einfach sehr hilfreich.

1 relatives

2 constantly

3 herüberfahren – to drive over

4 rude

5 sich verständigen – to communicate

1. Was sind die Vorteile der zweisprachigen Situation in Moniques Familie?

2. Monique glaubt, dass

- ☐ die Deutschen immer nur Deutsch sprechen sollten.
- ☐ die Deutschen auch andere Sprachen sprechen sollten.
- ☐ Niederländisch für die Deutschen eine einfache Sprache ist.

3. Ist es unverschämt von Amerikanern zu erwarten, dass alle in Amerika Englisch sprechen sollen? Warum oder warum nicht?



4. Wie viele Personen in deinem Kurs sind bilingual? Welche Sprachen sprechen sie?

Zum Diskutieren: Was sind die Vorteile von Zweisprachigkeit? Was sind die Nachteile? *Heel goed!*



**H. Schon gemacht**

Since you are naturally concerned for the welfare of your fellow classmates, write a list of six questions you can ask to check up on them. Use the prompts provided or make up your own. Be prepared to use these in your next class meeting to check up on your valiant comrades-in-arms.

|                           |                |                 |
|---------------------------|----------------|-----------------|
| viel Wasser trinken       | gesund essen   | Vokabeln lernen |
| deine Hausaufgaben machen | genug schlafen | einkaufen       |

H. (Warm-up): Assign as HW - check questions with the class to make sure they are well constructed. Then have them circulate in class asking each other a few questions and moving on to the next. Try for 3-4 minutes as long as there is still energy.

I. (Tip): It may be a good idea to go over the models with sts before this is assigned. The phrases are set up to be connected, but sts will need other connectors as well. Help them generate some additional words or phrases that can fit in paradigmatically with the structures here. Remind them as well that word order is somewhat flexible. For example, with weather description, they can begin a sentence with *Im Sommer* or *Im Winter*, to give some variety. Because so much is provided in terms of vocabulary, sts have more mental space to work at the text level. Praise them that they can write such a long essay at this early point in their language-learning careers!

**I. Woher ich komme**

Write an essay of 150 words about where you are from, describing your hometown and region.



|                           |                                                                                                                  |                                                                                                            |
|---------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Ich komme aus ...         |                                                                                                                  |                                                                                                            |
| Meine Heimatstadt ist ... | eine Großstadt<br>eine mittelgroße Stadt<br>eine Kleinstadt<br>ein Dorf                                          | mit 250 000 Einwohnern<br>in Nord- / Süd- (your state / country)<br>in West- / Ost- (your state / country) |
| Die Stadt liegt ...       | in der Nähe von Boston.                                                                                          |                                                                                                            |
| Das Dorf liegt ...        | 50 km von Houston entfernt.<br>zwei Stunden mit dem Auto von Chicago entfernt.                                   |                                                                                                            |
| Sie / es ist ...          | sehr<br>nicht besonders<br>nicht                                                                                 | schön<br>international<br>laut<br>konservativ                                                              |
| Die Umgebung ist ...      | bergig<br>flach<br>industriell<br>romantisch                                                                     | monoton<br>hügelig<br>grün<br>ländlich                                                                     |
| Es gibt ...               | viele<br>einige<br>wenige<br>keine                                                                               | Wälder<br>Felder<br>Flüsse<br>Gärten<br>Strände<br>Fabriken                                                |
| Das Wetter ist ...        | im Sommer / Winter<br>im Herbst / Frühling<br>im Januar / Juli<br>von Oktober bis April<br>von Mai bis September | schön / nicht schön<br>heiß / warm / kühl / kalt<br>wechselhaft<br>schrecklich<br>wunderschön              |
| Ich ...                   | liebe<br>hasse                                                                                                   | meine Stadt!<br>mein Dorf!                                                                                 |

Organization.

(Checking references): Because using models is so important, you may want to have your students list where they are getting their models from in previous texts by listing speaker and page number. This can become complicated very quickly of course, so consider adding the requirement that they borrow from three different speakers for the essay in activity I above in addition to the given sentences. This gets the point across that they need to learn to appropriate models from native speakers for their own production, and while it might be a bit artificial or forced at first, it is a habit of learning that will bear fruit in the long run in their German learning.



Göttinger Rathaus mit Wochenmarkt

Göttingen, Deutschland

(Photo): Use this photograph for Unit 4 to have sts talk about *ausgehen* and *einkaufen*. This *Rathaus* dates back to the 14th century. Nowadays, Göttingen is a well-known *Universitätsstadt* with four Max-Planck-Institutes. 44 Nobel Prize winners have called Göttingen home.





Prunkvolle Fassade des Museums Johanneum

Dresden, Deutschland

(Photo): Nowadays, the *Dresdner Verkehrsmuseum* is in the *Johanneum*. Originally, the royal (*kurfürstlich*) horses and carriages were housed in the *Johanneum*, which is located near the *Frauenkirche*. As you can see nicely in this photograph, the wall of the building is painted with detailed drawings of a military procession. The building was almost entirely destroyed in the 1945 bombing of Dresden but mostly rebuilt by the 1960s.



Nationalpark Sächsische Schweiz

Sachsen, Deutschland

(Photo): The *Nationalpark Sächsische Schweiz* must count among one of the most beautiful regions in Germany. The national park is located southeast of Dresden and features the *Wanderweg Malerweg*, which is 112 km (70 miles) long. For those more vertically inclined, the *Sächsische Schweiz* is a hotspot for rock climbers of sandstone. The name *Sächsische Schweiz* can be attributed to two Swiss artists, Adrian Zingg and Anton Graff, who visited the area in the late 18th century and who named this region in homage to the mountains in their native Switzerland.





Hirt mit Schafsherde im Schloßpark Wilhelmshöhe

Kassel, Deutschland

(Photo): A very peaceful photograph that shows the *Bergpark Wilhelmshöhe*, located minutes from downtown Kassel, Hessen's third largest city with close to 200,000 inhabitants. *Bergpark Wilhelmshöhe* is Europe's largest *Bergpark* and dates back to 1685 during the Baroque period. *Wilhelmshöhe* offers a wide array of architectural highlights such as a former royal residence, waterways and lakes as well as a statue of Hercules. You could use this photo in Unit 11 when you talk about vacation. Sts could research the website for *Bergpark Wilhelmshöhe* at [wilhelmshoehe.de](http://wilhelmshoehe.de) to assemble a list of interesting activities.

# 6.1 Verkehrsmittel

Culture: Getting around town  
Vocabulary: Transportation  
Grammar: *Wo* vs. *wohin*

A. (Warm-up): You can practice *fahren mit* in class before reviewing this activity. Project various means of transportation and have sts respond *Ich fahre mit...* To mix it up a bit, focus as well on verbs that don't take *fahren*, but just use a verb (such as *wandern*). Then go over A, checking that they use the 3rd sg. form of the verb.

B. (Warm-up): Primes for ex A can be used for ex B as well. Be sure to review stem-changing verbs.

(Ext.): Ask sts how people get to and from different places. *Wie kommen Schüler zur Schule? Studenten zur Uni? Santa Claus zu Ihnen?*

(Tip): Because we want sts to make outside connections, some questions such as 6 are included. If sts say they have no idea because they have never been to NYC, have them look it up on their smartphones! You can extend this as well with similar qns in Berlin, Hamburg, etc. where they need to search via internet maps to find the information. The internet makes it so easy to answer these sorts of questions that in past decades you would need to do serious research to figure out – take advantage of that!

## A. Wie kommt Klaus dahin?

Describe how Klaus gets where he's going using the means of transportation pictured.



Klaus fährt mit dem Taxi.

*mit dem Bus fahren*  
*mit dem Zug fahren*

When not using a means of transportation, use a verb such as *laufen* or *wandern*.



1 das Motorrad

2 Use the verb *fliegen*

3 das Schiff

## B. Wie kommt man dahin?

Answer the questions below.

When using *man*, the verb is conjugated for one person such as *Klaus*:

Klaus **fährt** mit dem Taxi. Man **fährt** mit der U-Bahn.

Fahren and laufen are  
stem-changing verbs:

Ich fahre.  
Ich laufe.

Du fährst.  
Du läufst.

Man fährt.  
Man läuft.

1. Wie kommst du zur Uni?
2. Wie kommst du zur Arbeit?
3. Wie kommst du zum Supermarkt?
4. Wie kommt man von den USA nach Deutschland?
5. Wie kommt man am besten von New York nach Washington, D.C.?
6. Wie kommt man von Wall St. zum Central Park in NYC?

Organization.

(Vocabulary - comprehension vs production): The communicative approaches are very focused logically on communicating, esp. talking. Do not neglect comprehension. Directions are extremely useful to understand, but for most beginning sts, production is less important. Build this into your vocabulary plan by practicing and emphasizing comprehension in your assessments for Unit 6. For all units, carefully consider using segments of the IA as audio assessment texts. Look through the LB and IA for written texts for assessments. Test vocab comprehension and sts will believe it's important.

## C. Verkehrsmittel



Which means of transportation from activity 6.1A fit the following descriptions? Use as many different kinds as you can!

sehr teuer  
sehr billig

sehr schnell  
sehr laut

sehr gefährlich  
umweltfreundlich



Hafenfährlinie 62, Hamburg

C. (Tip): Do this with the class, asking them which are *sehr teuer*, *sehr billig*, etc.

(Ext.): Add extra adjectives. State an adjective and have sts list all the means of transportation that fit. Have sts write independently for 3-4 minutes describing means of transportation with the adjectives here (e.g., *Fliegen ist sehr laut und nicht umweltfreundlich.*)

## D. Interview

Interview your classmates about their most recent travel experiences.



vor zwei Jahren – *two years ago*  
noch nie – *never*  
nach + *country*

Wann bist du das letzte Mal mit dem Zug gefahren?  
Bist du schon einmal mit einem Taxi gefahren? Wo?  
Wann bist du das letzte Mal geflogen?  
Wie oft fährst du im Sommer Fahrrad?  
Wann bist du letztes Jahr mit dem Bus gefahren?  
Warst du schon einmal im Ausland? Wo?  
Fährst du gern Skateboard? Warum/warum nicht?

D. (Warm-up): Go over the qns carefully and have sts practice them chorally. Have sts ask you the questions (using *Sie*) and answer to provide models. Then have them interview each other. Shoot for two different interviews as these are good qns that sts can use to learn about each other.

## E. Wo oder wohin?

German has two words for “where”: *wo* (for location) and *wohin* (for direction or a place you are going to). For each sentence, decide on whether it answers the question *wo* or *wohin*, and then create a German question that would elicit that answer.

wo    wohin

☐ ☐ Ich bin nach Chicago gereist.

☐ ☐ Wir waren in der Bibliothek.

☐ ☐ Wir sind nach Hause gefahren.

☐ ☐ Er ist zur Uni gegangen.

☐ ☐ Sie ist bei ihren Eltern geblieben.

☐ ☐ Ich habe im Hotel übernachtet.

E. (Warm-up): Briefly review *wo* vs. *wohin* (the grammar topic for this *Thema*). Give your own sentences orally and have sts respond *wo* or *wohin* depending.

(Answers): *Wohin bist du gefahren? Wo wart ihr? Wohin seid ihr gefahren? Wohin ist er gegangen? Wo ist sie geblieben?* (or even: *Wo hat sie gewohnt?*), *Wo hast du übernachtet?*

## Organization.

(Tip of the iceberg): A common metaphor for culture is the iceberg: you see quite a bit that is exposed, but most of it is submerged and invisible and can sink a ship. Perhaps this is too negative a metaphor, but the takeaway for sts should be the charge to look beyond the surface. It is easy to observe cultural differences, but it takes more work to understand or appreciate the unspoken system of beliefs and attitudes that underlie these surface differences. For instance, many Americans can be frustrated by Germans who seem to constantly criticize their work. On the surface, this seems unreasonably negative or mean to a typical American. But there is a whole system of values below the surface that motivates some Germans to look for ways to improve something, without considering that they are being “mean” to the original creator. Naturally no first-year course can cover all such differences in detail, particularly when they vary by country, region and individual! But we can encourage sts to be on the lookout for differences and to practice looking below the surface and trying to understand or at least identify systems of belief and values that motivate behavior that may be different in the cultures where German is spoken.



F. (Warm-up): Have sts read aloud in pairs if that is useful for them. Select several words to work on chorally for pronunciation (such as *eigentlich*, *ungefähr*, *Zentraluni*, *aufgestellt*, etc.)

(Tip): Have sts work with a partner to go over answers for 1-5. Sts should read a question, answer and then show in the text where they find the information.

(Post-Reading): a) Prepare paraphrases of each text in your own words. Read them to sts and have them decide who you are describing.

b) Spend some time on #6 going over the places in the text that show V-final word order. You will want to draw sts' attention to this frequently during the next weeks to help them absorb the pattern.

(Answers): 1) Marinko: 25 Minuten 2) Catharina: 3 Minuten 3) Catharina, Torgunn, Nici 4) Lars, Nici 5) mit dem Fahrrad.

### F. Wie kommst du zur Uni?

Read the texts and answer the questions below.

**Catharina (Göttingen, DE):** Zur Uni fahre ich jeden Morgen mit dem Fahrrad, weil das nur ungefähr drei Minuten dauert, weil ich sehr nah<sup>1</sup> an der Universität dran wohne. Und das tun eigentlich alle in Göttingen, weil die Stadt so klein ist.

**Marinko (Kroatien):** Ich arbeite am Flughafen, Frankfurter Flughafen. Und bis zur Arbeit brauche ich ungefähr mit dem Auto fünfzehn Minuten. Und dann vom Parkplatz werden wir mit den Bussen an unsere Arbeitsstellen befördert<sup>2</sup>. Das dauert nochmal zehn Minuten.

**Torgunn (Göttingen, DE):** Ich fahre jeden Tag mit meinem Fahrrad zur Uni, und wenn das kaputt ist, was mir schon zweimal passiert ist, dann muss ich laufen. Ich brauche zehn Minuten, um zur Zentraluni zu kommen, und eine Viertelstunde mindestens, um zum Sportinstitut zu kommen, weil das oben auf dem Berg ist. Ich wohne nicht so zentral wie die meisten.

- 1 near  
2 transported

1. Wer fährt am längsten zur Uni oder zur Arbeit?

2. Wer fährt am schnellsten zur Uni oder zur Arbeit?

3. Wer fährt mit dem Fahrrad?

4. Wer fährt mit dem Auto?

5. Wie kommt Nici am schnellsten zur Uni?



Burgtor, Lübeck

**Lars (Braunschweig, DE):** Im Auto. Zwischen dreieinhalb und zehn Minuten. Wenn man alle Ampeln in Grün erwischt<sup>3</sup>, dann sehr schnell fährt, dann schafft man es in dreieinhalb Minuten.

**Nici (Braunschweig, DE):** Mit dem Fahrrad habe ich die neue Bestzeit aufgestellt<sup>4</sup>, neun Minuten. Ansonsten<sup>5</sup> wenn ich langsam fahre, zwölf Minuten. Und mit dem Auto dauert es auch zehn Minuten.

- 3 Ampeln in Grün erwischt – hit green traffic lights  
4 aufstellen – to establish  
5 otherwise

6. You will be learning about subordinating conjunctions in this unit. These are words like *weil* and *wenn* that connect two sentences into one sentence.

Underline all the instances of *weil* and *wenn*, and then find the verb for each of these clauses. Where do the verbs appear? Is that their normal location?

Organization.

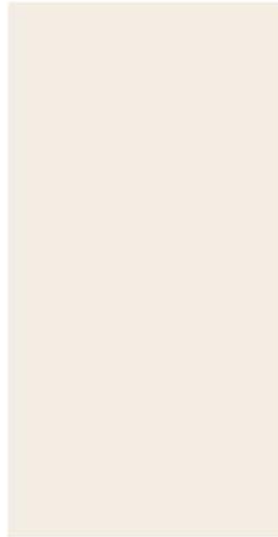
(Options for working with reading texts): Day-before: Prime with a “divide and conquer” task. Have SMGR scan 1 paragraph each. Each SMGR answers: *Wie kommt er/sie zur Uni oder Arbeit?* plus 1 other interesting fact. Sts must still read through the texts to answer the qns for their homework, but the text will then seem less daunting.



## G. Welches Wort passt nicht?

In each group of words, circle the word that does not fit with the other three in your opinion. Describe briefly in German why it doesn't fit. There might be different ways to approach or analyze each set of word, so be open to different interpretations!

- |                 |                 |
|-----------------|-----------------|
| die Fahrkarte   | die Hinfahrt    |
| die Rückfahrt   | die Einfahrt    |
|                 |                 |
| der Zug         | der Schaffner   |
| die Haltestelle | das Gleis       |
|                 |                 |
| der Bus         | das Fahrrad     |
| das Taxi        | die Straßenbahn |
|                 |                 |
| geradeaus       | bis             |
| rechts          | links           |
|                 |                 |
| der Dom         | das Kaufhaus    |
| die Kirche      | das Schloss     |



Berlin

G. (Tip): Ans will vary here. For example, the first set could be *Einfahrt*, bc the rest are connected to travel and tickets. Or it can be *Fahrkarte* bc the others all end in *-fahrt*. The second could be *Haltestelle* bc the rest have to do specifically with train travel, or it could be *der Schaffner* bc that is a person and the others are not. Have sts explain themselves because it's a problem-solving activity that requires real communication.

H. (Warm-up): This activity is complicated and can benefit from help building to the answers in class. First work on creating questions. Then have sts respond to the questions. Finally have sts expound on their response with an *aber*.

(Errata): Point out that the 2nd part of the examples are switched, oops! It should be *Nein, ich fahre dieses Jahr nicht nach New York, aber letztes Jahr bin ich nach New York gefahren* and the other sentence switched in the same way.

## H. Fährst du dieses Jahr...?

Work with a partner and ask questions based on the prompts in the blue box below. Choose whether to put it in the conversational past or present tense depending on what is most appropriate. When you respond, answer *ja* or *nein*, and then continue adding more information with *aber*.



- diesen Frühling einen Wanderurlaub machen  
dieses Jahr zu Weihnachten nach Deutschland fliegen  
dieses Jahr über Thanksgiving deine Familie besuchen  
diesen Sommer durch die USA reisen  
dieses Jahr in den Semesterferien an den Strand fahren

dieses Jahr nach New York fahren:  
diesen Sommer jobben:

Fährst du dieses Jahr nach New York?  
Hast du diesen Sommer gejobbt?

Nein, ich fahre dieses Jahr nicht nach New York, **aber** nächsten Sommer möchte ich nicht jobben.

Ja, ich habe diesen Sommer gejobbt, **aber** letztes Jahr bin ich nach New York gefahren.

## I. Mit wem?

Interview a partner with these questions. When you answer, focus on using the dative case correctly (e.g., *mit meiner Schwester, von meinem Freund*).



- Mit wem möchtest du eine Weltreise machen?  
Von wem hast du heute E-Mails bekommen?  
Mit wem willst du das Oktoberfest in München besuchen?  
Von wem hast du bisher am meisten über das Leben gelernt?  
Von wem hast du etwas Interessantes über Deutschland gehört?  
Mit wem willst du in Urlaub fahren?

I. (Tip): The purpose here is free communication for meaning and fluency. We recommend not focusing so much on structures for this activity, but let sts try to use what they have been working on.

(Result or response): *Auf geht's!* is designed more along a so-called "constructivist" approach to language learning. One core belief is that student learning happens not so much as the *result* of the curriculum but as a *response* to the curriculum. The authors' goal has been to set up tasks and classroom dynamics that result in student learning through interacting with the materials, the instructor and other sts. In one sense, this is freeing because instructors are not responsible for creating the perfect curriculum or lesson plan that leads to student learning. On the other hand, it can be disconcerting to buy into the "guide on the side" approach and allow students the power and space to learn on their own.

Because of this, the *Auf geht's!* program will not seem as "mechanical" as some textbooks with lots of structure-focused activities. Instead, the focus is on sts encountering other viewpoints, ideas and beliefs through German and learning (acquiring) German in a more meaning-driven context, allowing for the (sadly) unique nature of the language classroom as a part of real life.

J. (Warm-up): Ask sts how they would travel from their hometown to the classroom (where you are teaching them German). Have them describe the modes of transportation, etc. You may need to provide them with certain vocab words. Write them on the board, as necessary. Have a few sts report back. You can always pair up sts if they come from the same town or region to make this more engaging.

(Ext.): Bring in current news about the *Deutsche Bahn*, which is not always punctual, has strikes, etc. Showing the DB website can be useful, and sts can compare it to their experience in K below.

K. (Warm-up): You may want to go over this with sts before it is due as HW to make sure they figure out how to find the information. But let them discover the information on their own as HW. You can go over it in class or have a st explain to the class how they found the information. Pick a proficient st for this task if you decide to do it!

### J. Die Bahn

Read this short text about trains in Germany and answer the questions that follow.

Jedes Jahr reisen fast 2 Milliarden Menschen mit der Deutschen Bahn. Im Vergleich dazu hat Amtrak ca. 32 Millionen Reisende pro Jahr. Die Deutsche Bahn ist für ihre Pünktlichkeit, Effizienz und ihre schnellen Züge bekannt: der neue ICE kann über 300 km/h schnell fahren. Die schnellsten Züge von Amtrak transportieren ihre Passagiere mit 240 km/h durch die USA. Obwohl immer mehr Amerikaner mit dem Zug fahren, sind das Auto und das Flugzeug immer noch die Lieblingstransportmittel der Amerikaner.

1. Wie viele Deutsche reisen im Vergleich zu den Amerikanern mit der Bahn?

2. Warum ist das Zugfahren in Deutschland so beliebt?



3. Was denkst du: Warum reisen Amerikaner lieber mit dem Auto oder dem Flugzeug?

### K. Eine Zugreise in Österreich

Traveling by train in Austria requires using the *ÖBB (Österreichische Bundesbahnen)*. Go to their website (currently: [www.oebb.at](http://www.oebb.at)) and plan a trip within Austria.

Finde zwei Städte in Österreich, die dich interessieren. Schau auf die Karte in deinem Lernbuch:

Abfahrtsstadt:

Ankunftsstadt:

Enter the cities into the website, get information on possible connections, and answer the following questions:

1. Wie viele mögliche Verbindungen gibt es?

3. Wann fährt der letzte Zug ab?

2. Wann fährt der erste Zug ab?

4. Wie lange dauert die Fahrt?

### Organization.

(Working with the internet): The internet is a great resource for authentic language. It can also be overwhelming to beginning language learners. And teachers do not have copious spare time to surf, find and didacticize sites. Solutions: 1) Use the internet as an information resource (English and German) with reporting in German (LB 5.3E). 2) Use sites where sts can use their current knowledge to understand more complex terms. 3) Encourage research in English and vocab grabbing in German (LB 8.2L). 4) Resist linking to specific pages that may go down at any time. 5) Maximize the web nature. Use “divide and conquer” task designs.

## L. Interview

Interview three different students with the questions below.



1. Wie kommst du zur Uni?

2. Wie lange dauert das?

3. Welche Transportmittel  
benutzt du, wenn du  
deine Eltern besuchst?4. Wie lange dauert die  
Fahrt?

5. Wie viel kostet das?

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

L. (Warm-up): **Prime**  
1 - Write *dauern* on the board. Then several *Wie lange dauert...?* qns. Start by asking sts and recording answers. At least 1 qn should have variable answers, e.g., *Wie lange dauert es mit dem Auto zu Ihren Eltern zu fahren?*

M. (Practice): Have sts work in SMGR. Each group should be responsible for 2 of the photos. They must write their complete sentences on the board. Have them report back to the class with their answers.

(Ext.): a) Ask for alternative sentences.

b) Ask other qns: *Wann fährt man Motorrad? in den USA mit dem Zug? mit einem gelben Bus? mit einem sehr kleinen Flugzeug? mit einer Boeing 747?*

## M. Womit fährst du?

Write a sentence for each picture describing when you use (or might use) that means of transportation.



When you use *wenn*, the conjugated verb should go at the end of the clause, as shown in the model sentences here. Review 6.1A for structures you might need.

Ich fahre mit dem Auto, wenn ich zum Supermarkt fahren muss.

Ich fliege, wenn ich meine Eltern besuche.



Organization.

(Word order): *Wenn*-clauses have shown up already in the *Lernbuch* as early as unit 4, so sts should not have a problem working with them in ex M. Inform sts that some combining words (conjunctions) change the word order; the conjugated verb goes to the end of that clause. Use the examples in ex M. You could choose to review the coordinating conjunctions, but these have not been a problem, right? Simply focus on: *wenn*-clauses have the conjugated verb at the end. And then practice them as much as possible so sts each hear (process) and write/speak several of these sentences. Practice this form, even if it means choral repetition! "Hearing it" is part of getting it to feel and sound right.



## 6.2 Das Auto

Culture: Driving in Germany  
Vocabulary: Car & driver terms  
Grammar: Two-way prepositions (motion)

A. (Tip): This activity has many possible responses, so have sts share their responses with the class and affirm or gently correct as needed.

(Ext.): Give sts one of the larger category words (such as *Auto*). Have them write in 45 seconds as many words as they can in German connected to that category. See who gets the most or the most interesting terms.

B. (Tip): Give sts a time limit to come up with the order, since that is really a secondary task. Then have them tell a story together (not writing it down but notes are OK).

(Ext.): Have each group of two tell their story to another group. It needs to be clear, but they should do it as quickly as they can (and not agonize too much on details). The goal is to get sts to risk narrating things just at the edge of their ability w/o letting fear and nervousness impede them.

C. (Tip): Have a st or a few sts write this on the board, getting information from sts. Have them negotiate in German (*mehr nach rechts/links, mehr nach oben/unten*).

(Ext.): State some new items and have sts negotiate and write it in as quickly as possible.

Organization.

(Setting time frames): When sts do work at home to complete activities in their *Lernbuch*, consider telling them how much time you expect them to spend on certain tasks. For example, how long would you want them to work on activity C above? Spend a few minutes yourself trying to do a day's activities to gauge expected time. If you would like them to spend about three minutes wracking their brains (or vocab sheets) for appropriate words, this will help sts who otherwise don't know (or don't feel they know) what is expected of them and how long is "reasonable" to spend on an assignment. This also helps hyperconscientious sts not to spend two hours doing something you estimate should take only ten minutes.

### A. Wortschatz

For each pair of words, add another word that fits into the group and then write a German word or phrase that describes their connection. There may be multiple ways to do each set.

|                 |                 |                  |                 |
|-----------------|-----------------|------------------|-----------------|
| das Kennzeichen | der Kofferraum  | <i>der Motor</i> | <i>das Auto</i> |
| der Stau        | der LKW         |                  |                 |
| der Schaffner   | der ICE         |                  |                 |
| die Straßenbahn | der Bus         |                  |                 |
| der Flugplatz   | die Haltestelle |                  |                 |
| der Entwerter   | der Automat     |                  |                 |

### B. Wörter zum Text



Working with a partner, write the words from the blue box into the tan box in an order that suggests a narrative. Be ready to explain in German how your story works!

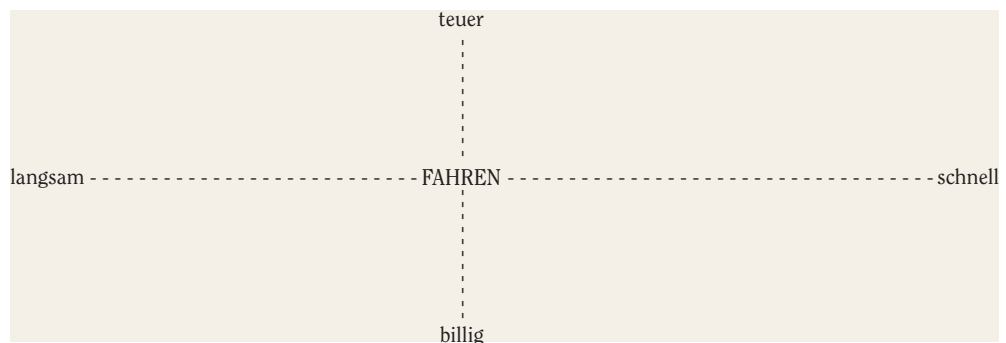
die Fahrstunde  
der Mechaniker  
die Stundenkilometer  
das Bußgeld

der Führerschein  
der Stau  
die Werkstatt  
der Fußgänger



### C. Wortfeld

In the space below, write as many German expressions as you can think of relating to transportation with vehicles (*fahren*) and graph them where you think they belong on the axes of *billig-teuer* and *langsam-schnell*.





## D. Traumauto

If you were to buy a new or used car, what information would you want to know about it before buying?

Now fill in the blanks with information about your car or a car you would like to own. See if you can figure out what the German terms mean. An internet search might help you with the more difficult descriptors.

|                             |         |
|-----------------------------|---------|
| Baujahr <sup>1</sup>        |         |
| Hersteller <sup>2</sup>     |         |
| Modell                      |         |
| Kilometerstand <sup>3</sup> |         |
| Farbe                       |         |
| Türen                       |         |
| Benzinverbrauch             |         |
| innerorts <sup>4</sup>      | L/100km |
| außerorts                   | L/100km |
| kombiniert                  | L/100km |

- 1 bauen – to build, manufacture  
 2 herstellen – to manufacture  
 3 der Stand – status, standing  
 4 inside town

Explain in a sentence the relationship between L/100k and mpg. What is the L/100k for the car you drive most often? See the blue box above.

Review the words above and write here all compound words you can find. A compound word is a word built from two or more separate words.

## Karosserieart

- ☐ Cabrio<sup>5</sup>  
☐ Coupe  
☐ Geländewagen  
☐ Limousine  
☐ Van  
☐ andere

5 convertible

## Converting mpg - L/100k

| L/100k | mpg (US) |
|--------|----------|
| 5      | 47       |
| 6      | 39       |
| 7      | 33       |
| 8      | 29       |
| 9      | 26       |
| 10     | 23       |
| 11     | 21       |
| 12     | 19       |

What do you think Verbrauch means?



D. (FYI): *Benzin* = Gasoline. Germans usually call it *Sprit*. Gas prices have been consistently higher in Europe than in the US. Fuel consumption is measured in liters per 100 km.

(Ext.): Ask sts: *Wie kommen Ihre Eltern zur Arbeit? Fahren sie mit dem Rad/mit dem Bus? Warum, warum nicht?* Ask sts to consider how gas prices affect transportation choices. At what point would you walk, bike or bus and not drive to work or to university?

(Ext.): Discuss advantages of a robust public transportation system and comparisons between Germany and the US. Ask sts: *Was sind die Vorteile von einem guten öffentlichen Verkehrssystem? Wo finden wir gute öffentliche Verkehrssysteme in den USA? Wo nicht? Warum nicht? Was meinen Sie? Warum sind die öffentlichen Verkehrsmittel im Allgemeinen besser in Deutschland als in den USA?*

## Organization.

(Seeing the connections): The *aktuellen* issues of attitudes toward cars, rising gas prices and public transportation allow sts to gather facts and opinions. They should compare them cross-culturally, between Germany and the US, and interpret them to understand the inter-connectedness of these issues in each culture. Then sts can personalize those issues, expressing their own habits and opinions. Note the radical differences within North America regarding public transportation: big cities vs rural, New England/East Coast vs Midwest or heartland, flying vs taking a train. This is all part of an intercultural approach.

## E. Mit dem Auto oder mit dem Zug?

Is it better to go by car or by train? Read the statements and answer the questions below.

E. (Warm-up): Ask sts a variety of questions based on the model: *Wie fahren Sie lieber, mit dem Auto oder mit der Straßenbahn?* Throw in walking, bikes, paddleboards, etc. Ask if they have their own car, how often they drive, etc.

(Tip) When going over the answers to *Vorteile* and *Nachteile*, prime sts with *man* sentences: *Man kann mehr schlafen. Man kann mehr Kram mitbringen, etc.*

(Post-reading): a) Talk about your own experiences traveling in Germany related to trains, cars, flying, etc.

b) Have sts find cases of verb-final, especially following *wenn* and *weil*.

F. (Warm-up): Work with the word *passen*, which uses the dative. *Passen* can be with clothing or other objects (such as cars). It means to fit and also to be appropriate for. Give an example for yourself of a car or vehicle that fits you best.

(Tip): Allow sts to pick their own vehicle (not just from the list) if they are ready to express themselves.



Grossglockner Hochalpenstraße, AT

**Susanne (Göttingen, DE):** Mit dem Zug. Also, ich fahre lieber mit dem Zug, weil ich dann nicht selber fahren muss. Außerdem<sup>1</sup> habe ich auch gar kein eigenes Auto<sup>2</sup>. Und Zug ist halt teuer, aber trotzdem steht man nicht im Stau.

<sup>1</sup> besides

<sup>2</sup> eigenes Auto – (my) own car

**Henning (Bremen, DE):** Es ist besser, mit dem Zug zu fahren, in den meisten Fällen<sup>3</sup>. Also, wenn man in irgendwelche kleinen Orte<sup>4</sup> will, da kann es sehr viel besser sein, ein Auto zu haben, weil es einfach schneller geht und Zugverbindungen<sup>5</sup> nicht immer sehr gut sind.

<sup>3</sup> in den meisten Fällen – in most cases

<sup>4</sup> towns

<sup>5</sup> train connections

**Catharina (Hamburg, DE):** Es kommt darauf an<sup>6</sup>, wo man hinfahren möchte. Wenn ich jetzt zu meinen Eltern fahre, finde ich es meistens besser, mit dem Zug zu fahren, weil man die Zeit im Zug noch nutzen<sup>7</sup> kann, um zu lesen, zu schlafen, ein bisschen zu lernen. Wenn ich aber am Ende des Semesters oder der Semesterferien wieder fahre und viele Taschen und anderen Kram mitzunehmen habe, dann finde ich das Auto einfach besser, weil man die Sachen nicht tragen muss.

<sup>6</sup> Es kommt darauf an – It depends

<sup>7</sup> to use

Was sind die Vorteile und Nachteile vom Auto und vom Zug?

|          | Vorteile | Nachteile |
|----------|----------|-----------|
| das Auto |          |           |
| der Zug  |          |           |

## F. Welches Auto passt zu dir?

Which vehicle most suits your personality, interests and future plans? Explain it in two German sentences!

Geländewagen (SUV) Elektroauto Porsche 911 Honda Accord Fahrrad

Zu mir passt ein Elektroauto am besten. Ich bin sehr umweltfreundlich.

Und was passt zu dir?

Organization.

(What I believe): As much as possible, conversation in a class with *Auf geht's!* should be about real people and real beliefs, feelings, attitudes and knowledge. While working within the proficiency level of students (and at this point in the *AG!* course, we are usually not beyond Novice High, maybe entering Intermediate Low), it is still possible to communicate meaningfully, if simply, about what we believe. Topics such as what car (or other object) suits us best is a good way to leverage concrete objects and known contexts to help sts communicate about themselves in the German class.

## G. Verkehrsschilder

Here are a number of traffic signs from Germany. Guess the correct name/meaning under each sign.

Stau  
Doppelkurve  
Kinder  
Autobahn




Tiere  
Fahrrad  
Haltestelle  
Seitenwind




Baustelle  
Fußgängerweg  
Parkplatz  
Einfahrtsverbot




Brücke  
Ampel  
Halt  
Tankstelle




















There are a number of compound words here. What does each part of these compound nouns literally mean?

Doppel + Kurve =

Bau + Stelle =

Auto + Bahn =

Fuß + Gänger + Weg =

Fahr + Rad =

Park + Platz =

Halt + Stelle =

Einfahrt + Verbot =

Seite + Wind =

Tank + Stelle =

What do you think the following mean?

der Kinderspielplatz  
die Fußgängerbrücke  
der Handschuh  
die Jahreskarte  
der Tiergarten  
die Halteverbotszone

G. (FYI): This ex makes a good *Partnerarbeit* in class.

(Practice): Consider turning these signs into flashcards. You can practice rotating through the cards as a class or in groups.

(Ext.): You could also do a cross-cultural comparison of signs. What do the American or Canadian equivalent of these signs look like? Have sts draw pictures of the American/ Canadian signs on the board. Or, bring in the pics of the signs and have sts match up equivalents.

(Answers): 1. *Ampel*. 2. *Tiere*. 3. *Autobahn*. 4. *Einfahrtsverbot*. 5. *Halt*. 6. *Fußgängerweg*. 7. *Doppelkurve*. 8. *Seitenwind*. 9. *Haltestelle*. 10. *Baustelle*. 11. *Kinder*. 12. *Parkplatz*. Note: *Stau*, *Fahrrad*, *Brücke* & *Tankstelle* aren't used.

(Tip): a) German has a great number of compounds, so encourage sts to look actively for them and practice breaking them into parts to understand them. Point out that there are small changes when combining them (adding an -s or other ending to the first term).

b) The last activity shows that some compounds deviate a bit from their literal meaning.

Organization.

(Visual intelligence): *Auf geht's!* has a strong visual component with thousands of photos shot on-site specifically for this program. Through the IA and LB exposure, sts should begin to gain visual intelligence about German culture, i.e., recognition of and associations with German icons, places, landscapes and everyday events and objects. When sts step off the plane one day in Berlin, Wien or Bern, much will be new to them, but some things will look familiar. When they interact with German speakers, there will be moments of culture clash, but there will be many points of contact because of this background of visual intelligence they've gained through such an intercultural approach.

## H. Mitfahrzentrale

One way to travel cheaply in Germany/Austria/Switzerland is to find (or offer) a ride with a *Mitfahrzentrale*, an agency for arranging rides. Read the information below about the *Mitfahrzentrale MitFahren.de* and check the correct answer(s).



H. (Warm-up): Write the word *Mitfahrzentrale* on the board. Have sts brainstorm what this word might mean.

I. (Post-Writing): In class, draw rows and columns on the board for the different criteria for qns 1-6. Have a few sts work at the board. Alternately, have 5-10 sts answer the qns without looking at their HW. The other sts can write down the relevant information on the board. Did they capture the information correctly? You can ask those sts who did not participate to rejoin and confirmation qns.

J. (Pre-Writing): Have sts work in SMGR. They should brainstorm and write a draft of their *Mitfahrangebot*.

(HW): Have each group post their *Mitfahrangebot* as HW in a blog online. Each st must reply to at least one blog. Give them an example. They could make requests, for example, to change the time or date.

## Kostenlose Mitfahrzentrale seit 1998

Willkommen bei MitFahren.de, die Online Mitfahrzentrale für Deutschland und Europa! MitFahren verfügt über<sup>1</sup> eine der größten Fahrtendatenbanken Europas. Als Fahrer und Mitfahrer könnt ihr hier einfach und kostenlos eure Angebote und Gesuche<sup>2</sup> eingeben<sup>3</sup>. Gemeinsam fahren spart<sup>4</sup> Geld und schützt<sup>5</sup> die Umwelt. Nebenbei lernt man auch noch nette Leute kennen.

- 1 has available
- 2 requests
- 3 to enter data in a form
- 4 sparen – to save
- 5 schützen – to protect

1. MitFahren findet man nur

- ☐ in deutschen Zeitungen.
- ☐ in europäischen Zeitschriften.
- ☐ im Internet.

2. Der Service von MitFahren

- ☐ kostet nichts.
- ☐ kostet nur in Deutschland etwas.
- ☐ kostet wenig.

3. Warum sollte man eine Mitfahrzentrale benutzen? (Check all that apply!)

- ☐ Weil das umweltbewusst ist.
- ☐ Weil das Geld spart.
- ☐ Weil das sehr teuer ist.
- ☐ Weil man neue Menschen kennenlernen kann.

## I. Mitfahrge such



Find a ride for yourself inside of Germany/Austria/Switzerland, using [www.mitfahren.de](http://www.mitfahren.de) or a similar website. Decide on your starting city, destination and time frame. Then print off or write down one possible ride share (find an interesting one!). You will need to present or explain your findings in class. Answer as many of the following questions as you can:

1. Ist der Fahrer ein Mann oder eine Frau?
2. Wie viele Personen können mitfahren?
3. Darf man rauchen?
4. Gibt es Platz für Gepäck?
5. Wann ist Abfahrt (Datum und Uhrzeit)?
6. Wie kann man den Fahrer am besten kontaktieren?

## J. Mitfahrangebot



In a small group, write a *Mitfahrangebot* anywhere in the world you like. Make it as unusual and creative as you can. You and your fellow students can vote on the best one!

Komm, fahr mit! Ich bin nicht nett, aber ich fahre gern Auto. Und jeden Samstag fahre ich nach Moskau! Die Fahrt von Berlin nach Moskau kostet nur €15 pro Person. Rauchen ist verboten! Aber Sprechen ist erlaubt! Vergiss nicht deinen Ausweis...



Schanfiggerstrasse, CH

Organization.

(Content-based instruction [CBI]): The intercultural approach of *Auf geht's!* is content based. As you have figured out by now, we are not focused on fluffy cultural topics to mask a march through the grammar with topics that work in a grammatically tidy way. Our overriding concerns are: which facts, icons, events and concepts are interesting and good for sts to know about German cultures; where are the key points of contact between North America and Germany; and how can sts develop transferable skills in intercultural thinking and communication. *Auf geht's!* is the foundation of a cultural investigation, a look at identities, how we navigate life and how we express things about ourselves.



**K. Probleme!**

We have all had difficulties traveling. Check the top three problems you experience or have experienced. Then write two sentences in German about one that you have experienced, using the conversational past.

- ☐ Fußgängerübergänge
- ☐ Bahnübergänge
- ☐ zu viele Ampeln
- ☐ zu viele Stoppschilder
- ☐ Baustellen
- ☐ zu langsame Fahrer
- ☐ zu schnelle Fahrer
- ☐ ältere Fahrer
- ☐ junge Fahrer
- ☐ betrunkene Fahrer
- ☐ Fahrradfahrer
- ☐ aggressive Fahrer
- ☐ extremes Wetter
- ☐ verspätetes Flugzeug
- ☐ falsche Autobahn



Ich habe zu viele rote Ampeln gehabt.  
Auf der Straße sind aggressive Autofahrer gefahren.

K. (HW): Prepare your own short anecdotes relative to travel to warm sts up to this activity.

(In class): Have sts share their answers and elaborate more on their stories by asking qns. Many sts will have unique and perhaps amazing experiences. It will contribute a lot to class dynamics if they are able to relate these (with your help) in class.

L. (HW): Assign as HW in preparation for a class debate.

(Practice): Have an in-class debate. Split the room in half: one half of the sts are pro-flying and the other half are pro-other-means-of-transportation. Have the two groups prepare their arguments for 3-5 mins. Then, have pairs of sts debate with 1-2 complete sentences each. Then, the next pair debates another aspect.

(Ext.): Offer bonus points for or require that sts use at least 2 *weil-* or *wenn-* clauses during the debate.

**L. Fliegen**

Write an essay of approximately 75 words *auf Deutsch* outlining arguments for and against air travel. Think about costs, convenience, reliability, luggage, and, of course, your personal preferences.



|                   |                                                                                                                                              |                                                                                                                                          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Fliegen ist       | besser / schlechter<br>schneller / langsamer<br>billiger / teurer<br>sicherer / unsicherer<br>gemütlicher<br>zuverlässiger / unzuverlässiger | <i>better / worse<br/>faster / slower<br/>cheaper / more expensive<br/>safer / less safe<br/>nicer<br/>more reliable / less reliable</i> |
| Man kann (nicht)  | lesen<br>schlafen<br>liegen<br>laufen<br>essen                                                                                               | <i>read<br/>sleep<br/>lie down<br/>walk around<br/>eat</i>                                                                               |
| Man muss (nicht)  | früh am Flughafen ankommen<br>die Schuhe ausziehen<br>lange warten                                                                           | <i>arrive early at the airport<br/>take your shoes off<br/>wait a long time</i>                                                          |
| Ich finde Fliegen | besser / teurer/ gemütlicher                                                                                                                 | als Fahren.                                                                                                                              |

**Organization.**

(Connecting): As much as possible, try to connect the texts and activities in *Auf geht's!* with sts' own lives. One way is through having sts respond to interview texts and decide which interviewee most closely represents that student's view or perspective. Another is to take interview texts as models and to have sts use it to make their own meaning. For example, the reading texts in activity 6.2E compare traveling by train or by car; sts can create their own text comparing their opinion to the same question, using sentences taken from the texts but modified to create their own personal meaning. This is both a form of creative copying (which has been mentioned many times in these notes!) and personalization. Giving sts practice in expressing themselves is designed to train them to connect with German speakers whom they meet outside of class in their so-called "real lives" while also reminding sts yet again that German speakers are very much real people with real opinions in the real world, not just textbook cartoon characters!

## 6.3 Einkaufen

Culture: Shopping

Vocabulary: Fruit, vegetables, *Drogerie* & *Apotheke*

Grammar: Two-way prepositions (no motion)

A. (FYI): The IA introduces and practices the vocab for this section. Naturally it is fine if sts already know different words not in the IA that are appropriate.

(Tip): Point out *beim* and *im* as preposition + article contractions and the use of *auf* - at a large, flat place without borders like walls. Point out that *wo* is the question word for 'where.'

(FYI): *Kucken* in the image should be spelled *gucken*, though the initial *g* is pronounced like a *k*. It's a play on *veni, vidi, vici*.

B. (Tip): This is a great time to bring extra images (usually projecting them on screen) to practice vocabulary. The image has some things clearly there; others take some interpretation.

(Answers): *Bananen, Verkäufer, Erdbeeren, Kohl, Paprikas, Bohnen* is a good start, can argue as well for *Pfirsiche, Kirschen, Birnen, Pilze, Eier, Karotten, Blumen* and perhaps even *Zwiebeln* and *Kartoffeln*.

### A. Was kauft man da?

What does one buy there? Name three things for each place listed below.

z.B. im Schreibwarenladen

Kugelschreiber, Zeitschrift, Heft



1. beim Bäcker
2. beim Metzger
3. in der Drogerie
4. auf dem Markt
5. im Kaufhaus
6. im Supermarkt
7. in der Apotheke

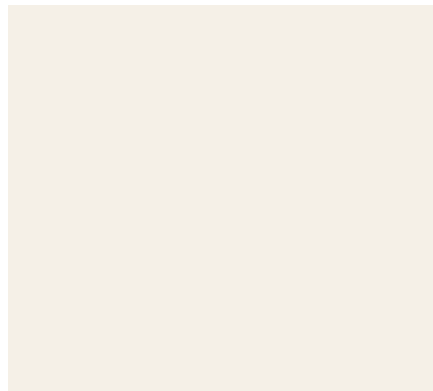
### B. Märkte

Study the photos on this page of markets in Austria and Germany. Circle the items listed in the word bank that you see in the photos and then write as many more as you can. You may need to review past vocabulary!



Naschmarkt, Wien, AT

|           |           |
|-----------|-----------|
| Orangen   | Pfirsiche |
| Bananen   | Kohl      |
| Verkäufer | Birnen    |
| Marmelade | Erbsen    |
| Äpfel     | Paprika   |
| Brokkoli  | Kirschen  |
| Zitronen  | Bohnen    |
| Erdbeeren | Trauben   |



Kassel

Organization.

(2-way prepositions + dative): Introduce the 2-way prepositions and their locational (dative) meanings. You can review and practice dative articles, but focus on the phrases necessary to communicate in the context of Unit 6. Where do you buy things? Where is x located? *In* + accusative is introduced in this unit as well. Sts will get a more thorough overview of dative vs accusative with 2-way prepositions in Unit 11. However, if you've got grammar pushers in the class, preview this here.

**C. Schnell einkaufen**

Look at the different shopping needs listed below and decide how to get them done most efficiently in a medium-sized German city. Write a German sentence for each, elaborating on your selection.

1. Auf dem Wochenmarkt in der Fußgängerzone willst du Gemüse, Obst und Eier einkaufen.

- ☐ Ich nehme natürlich mein Auto.  
☐ In die Innenstadt fahre ich mit dem Fahrrad.  
☐ Wenn ich viel einkaufen muss, nehme ich den Bus.

2. Für eine Party musst du fünf Kästen Wasser, Bier und Limonade einkaufen.

- ☐ Mein Fahrrad ist immer am besten!  
☐ Ein Auto ist hier am praktischsten.  
☐ Vielleicht laufe ich zu Fuß und trage alles selbst.

3. Manchmal kaufst du dein Gemüse direkt beim Bauern außerhalb der Stadt.

- ☐ Wenn es einen Bus gibt, schütze ich so gerne die Umwelt.  
☐ Ich nehme den schönen Fahrradweg zum Bauern.  
☐ Auch hier ist das Auto meine einzige logische Option.

4. Morgens holst du dir frische Brötchen und Brot beim Bäcker um die Ecke.

- ☐ Mein Auto steht direkt vor der Tür... also warum nicht?!  
☐ Ich muss nur zwei Minuten zu Fuß gehen und mache das gerne.  
☐ Mit dem Fahrrad kann ich noch schneller sein und nehme das!

**D. Warum?**

Share your answers from 6.3C above in a small group and be prepared to summarize your answers for the whole class.



Zwei von uns fahren am liebsten mit dem Auto. Aber das Auto ist nicht immer praktisch. In der Stadt ist auch der Bus gut. Drei von uns fahren auch gerne mit dem Fahrrad. Zum Bäcker gehen wir alle zu Fuß!

**E. Wohin gehst du?**

Work with a partner and ask where she or he goes to do the various things listed. Think about what preposition you will need and what case it takes.



nach - cities, countries  
 zu - for people (e.g., zu meiner Mutter, zum Arzt)  
 zu - for stores (zum Supermarkt, zur Apotheke)  
 in - for things like Kino, Konzert, Theater and stores (in den Supermarkt)  
 bei - at a person's house, at a store

Wohin gehst du, wenn du Musik hören willst?  
 Wo kaufst du Lebensmittel ein?  
 Wohin gehst du, wenn du einen Film sehen willst?  
 Wo isst du gern spät abends?  
 Wohin gehst du, wenn du lernen musst?  
 Wo spielst du am liebsten Videospiele?



C. (FYI): This sort of activity, where sts chose which statement fits them best, is a way of scaffolding st production beyond their proficiency level and provides models for higher-level output.

(FYI): The *Drogerie* sells minimal non-perishable food items, toiletries, cleaning supplies and health supplements, not drugs. All meds (over-the-counter and prescriptions) are sold at *Apotheken*.

D. (Ext.): Play a memory game as a class. Have one st say how they like to travel, e.g., *Ich fahre gern mit dem Auto*. The next repeats that sentence and adds their own. Go through the whole room. This can be difficult but fun!

E. (Warm-up): Choosing which preposition to use in which context, and what case to use with it, is a very difficult task for sts at this level. Spend a good amount of time in warm-up, from simple yes/no with repetition (*Fahren Sie nach Chicago? Nein, ich fahre nicht nach Chicago*). To more open-ended questions (*Wohin fahren Sie heute Abend/Morgen?*). Have sts ask you the qns first for models, then have them work with each other.

Organization.

(Chunking): Chunking refers to the process of learning or using multiple words together without necessarily analyzing them grammatically. For sts at the novice and intermediate level, this is a key way to bootstrap their language production. In activity C, some useful chunks appear that sts can analyze or learn (e.g., *Für [X] muss man [X] einkaufen, zu Fuß gehen*, etc.). Consider expanding communicative activities by requiring sts to use specific language chunks that you can write on the board or display via projector/overhead. As with any lexical item, it takes many repetitions and successful uses and recalls to learn language chunks, so keep the number of items down to a manageable level (2-5 chunks) and don't be afraid to practice certain chunks several times. You know you are finished when the majority of your sts begin to use these chunks spontaneously in their speaking and writing.



## F. Hamburger Fischmarkt

Germans (and Europeans in general) are fans of outdoor markets. Summarize each paragraph in three simple German sentences in the text box provided.

F. (Warm-up): a) Prime the topic to pique interest. *Was ist ein Markt? Was kauft man dort? Wo finden wir das in den USA? Warum gehen Sie zum Markt?*

b) You can also ask sts to imagine what the *Hamburger Fischmarkt* is like.

(Reading): Have sts read texts in ex F aloud in SMGR.

(Post-Reading): Have sts share their summaries in SMGR and report back to the class.

G. (Pre-Writing): a) Make two columns on the board, one for the *Hamburger Fischmarkt* and the other for US outdoor markets. Have sts write key characteristics on the board.

b) Have sts formulate comparative sentences using the info on the board. You may need to review comparatives.

(Writing): Have sts write their sentences in pairs.

(Post-Writing): Have pairs report back to the class. Plenum check - Who knows a market similar to the *Fischmarkt*? Who described a radically different market?



Eine der beliebtesten<sup>1</sup> Attraktionen der Hansestadt Hamburg ist der Fischmarkt. Die Öffnungszeiten (sonntags im Sommer von 5 bis 10 Uhr morgens bzw. im Winter von 7 Uhr bis 10 Uhr) lassen dem Besucher keine Möglichkeit<sup>2</sup> zum Ausschlafen. Aber die Frühaufsteher<sup>3</sup> können hier jede Woche Fisch, Meeresfrüchte, Obst, Gemüse, Blumen, Souvenirs und sogar Haustiere kaufen, an zahlreichen<sup>4</sup> Imbissständen ihr Morgenkaffeechen trinken und ein belegtes Brötchen mit Fisch essen – oder auch einfach nur herumgucken.

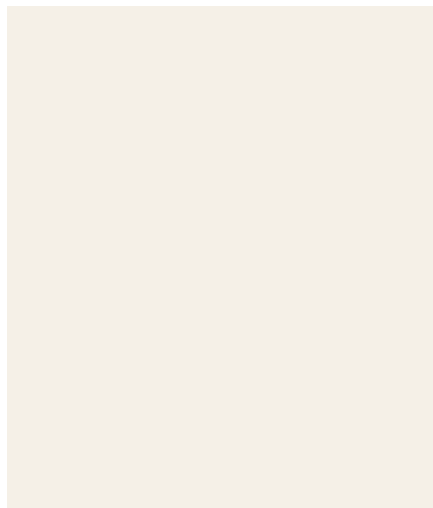
- 1 favorite  
2 possibility  
3 early risers  
4 numerous

Die Atmosphäre ist typisch für Sonntagsmärkte: das Riesengedränge<sup>5</sup> von Leuten, ein Paar Marktschreier<sup>6</sup> (Aale-Dieter und Bananen-Harry sind bei den Marktbesuchern besonders beliebt), appetitliche Farben und Aromen. Dazu bietet der Markt einen schönen Blick auf die Elbe und den Hafen.

- 5 huge crowd  
6 salesperson who calls out to the crowds

## G. Ein Vergleich

Compare the *Hamburger Fischmarkt* described above to any outdoor market that you have been to or know of with three good sentences.



Der Farmers Market in Cleveland ist kleiner als der Hamburger Fischmarkt. Es gibt auf dem Fischmarkt Meeresfrüchte, aber es gibt auf dem Farmers Market nur Obst und Gemüse.



Organization.

(Vocabulary - Personalized lists): *Thema* 6.3 presents the perfect vocabulary group to allow sts to make personalized vocabulary learning choices. All sts should learn the names of the stores in ex A. Next make clear the 14 “things you buy” words that you want all sts to know. Then let each st choose roughly 10 words to learn for production that are most important for him/her. To assess this type of learning, assess comprehension or recognition of the lower priority words as well as production of the student-choice words.

(Photo): Yes, they are selling eels in the bottom photograph. Yes, people eat them. One speciality in Hamburg is smoked eel smeared on bread, a culinary delight and an acquired taste.



**H. So schmeckt's**

List the major ingredients (in German of course) you feel are best for the following food dishes.

der Salat

der Obstsalat

der Kuchen

das Omelett



H. (Ext.): Add “Für eine gute Pizza”; “Für einen guten Filmabend”; “Für ein gutes Frühstück”. Present German/American differences based on your experiences.

I. (Warm-up): Have sts work alone or with a partner to create questions according to the form *Was braucht man für ein... gut...* for each item in H and any you have added. They can use the adjective ending table at the end of this text. Once they have qns, have them practice *Für ein... gut... X braucht man...* Then have them share their answers with a neighbor.

**I. Was braucht man?**

With a number of students, ask what everyone thinks is needed for a good salad, fruit salad, etc. from 6.3H. To ask, use the phrase: *Was braucht man für...*



Was braucht man für einen guten Salat?

Was braucht man für ein gutes Omelett?

**I. Online oder im Laden?**

Indicate how you prefer to buy the following items. Then share your answers with a partner, asking each other the appropriate questions and starting your answer with the direct object (i.e., the thing you are buying).



Bad Homburg vor der Höhe

Einen Laptop kaufe ich online.

|                     | im Laden                 | online                   |
|---------------------|--------------------------|--------------------------|
| der Laptop          | <input type="checkbox"/> | <input type="checkbox"/> |
| die Kleidung        | <input type="checkbox"/> | <input type="checkbox"/> |
| die Bücher          | <input type="checkbox"/> | <input type="checkbox"/> |
| die Musik           | <input type="checkbox"/> | <input type="checkbox"/> |
| die Pizza           | <input type="checkbox"/> | <input type="checkbox"/> |
| die Schuhe          | <input type="checkbox"/> | <input type="checkbox"/> |
| das Toilettenpapier | <input type="checkbox"/> | <input type="checkbox"/> |
| der Fisch           | <input type="checkbox"/> | <input type="checkbox"/> |
| die Computerspiele  | <input type="checkbox"/> | <input type="checkbox"/> |
| der Kaffee          | <input type="checkbox"/> | <input type="checkbox"/> |

I. (Ext.): Have sts add other things they purchase, saying whether they get it *online* or *im Laden*. Be sure to assist sts in using plurals as needed. They can also expand the sentence in the form of: *Wenn ich einen Laptop kaufe, kaufe ich ihn online*. This practices both V-final word order as well as accusative articles and possibly pronouns.

(Errata): This is the 2nd activity I.

### Organization.

(Recycling): Asking and responding to questions is a key skill to develop for novice and intermediate learners, so be alert for opportunities to practice and recycle both question words and the process of asking and responding to questions. Many opportunities are built into the *Auf geht's!* curriculum, but extra practice may be necessary depending on the progress your sts are making. Activity I above is one way to recycle questions; others can be prepared or created on the fly when treating reading texts in class or oral activities that can be extended using question words or a time of sts creating new questions.

## J. Im Kühlschrank

J. (Warm-up): Have sts work in pairs and draw a picture of the contents of a typical American fridge. Have sts present to the class and describe the contents. You will need to provide them with some vocab words. Write these words, and in fact all food-item words used, on the board. Can they come up with even more words? FYI: This is really the ans to qn 6.

(Practice): Have sts work in pairs to answer the qns and report back to the class.

(Ext.): Have sts work in SMGR. Every group should pick a famous person and describe to the class the content of that person's fridge, e.g., the President, Martha Stewart, Bugs Bunny, etc. Who can guess the right person? Who comes up with the most funny, appropriate or odd answers?

What's in your fridge? Read the following responses and answer the questions that follow.

**Fatima (Göttingen, DE):** In meinem Kühlschrank? Jogurt, Brokkoli, Milch, Käse, Wurst, Erdbeeren, Sahne.

**Hoa (Göttingen, DE):** In meinem Kühlschrank gibt es Milch, Nutella, Bier, Fleisch, ein bisschen Wurst, Obst und Salat.

**Stephanie (Göttingen, DE):** Ich habe versucht, letzte Woche ein bisschen mehr Gemüse und Obst zu essen, weil ich das sonst nicht tue, und deswegen sind da noch alte, verschrumpelte Gurken, ein paar Kiwis und sowas. Ansonsten sehe ich immer zu, dass ich frische Milch da habe und so ein paar Sachen, um mir mal zwischendurch ein Brot zu machen.

**Christian (Göttingen, DE):** Mir wird immer vorgeworfen, mein Kühlschrank wäre ziemlich leer. Das stimmt auch. Da steht im wesentlichen Bier, eine Packung Multivitaminensaft und eine Packung Milch drin.



**Dorothee (Göttingen, DE):** Ich koche sehr gerne, deshalb ist mein Kühlschrank immer gut gefüllt, und ich esse auch gerne, also gibt es auch immer genug zu essen. Also, bei mir gibt es immer Senf, Mayonnaise, verschiedene Pasten, die man zu indischen oder asiatischen Gerichten braucht. Basilikum, Käse, Wurst und Champignons sind drin, Milch, Sahne, Paprika, Ingwer und im Gefrierfach sind gefrorene Chilischoten und teilweise gefrorenes Gemüse und ja, viel.



1. Wer isst gern Milchprodukte?

2. Wer isst gern Fleisch?

3. Wer kocht gern asiatisch?

4. Wer möchte gesünder essen?

5. Bei wem ist der Kühlschrank ziemlich leer?

6. Was hast du im Kühlschrank? Wenn du keinen Kühlschrank hast, dann schreib über den Kühlschrank von deinen Eltern (oder deinem Vater oder deiner Mutter oder deinen Freunden).

### Organization.

(Observation vs. interpretation): Questions used to assist in reading comprehension can range from straightforward, discrete, pointed questions to full-blown interpretations. For more challenging pieces, sts should generally begin with questions that attempt to get at their understanding of the words and literal meaning of the text. In activity J above, the first five questions are looking for specific information in order to assist sts in finding these points of information or validating that the sts understand them. If during class you are satisfied that your sts get the basics of what the interviewees are communicating, you can extend the activity by using interpretation questions, such as comparing them to each other, to your sts, asking who seems to like to travel, who might enjoy working in the USA and similar questions. The tasks are to get sts to think about the information they have gleaned and to then make predictions or judgments based on that information, i.e., interpretation, not just observation.

## K. Wo kaufst du gern ein?

Answer the three questions below.

das Medikament, -e  
der Verkäufer, -  
die Einkäufe  
die Plastiktüte, -n  
die Einkaufstasche, -n

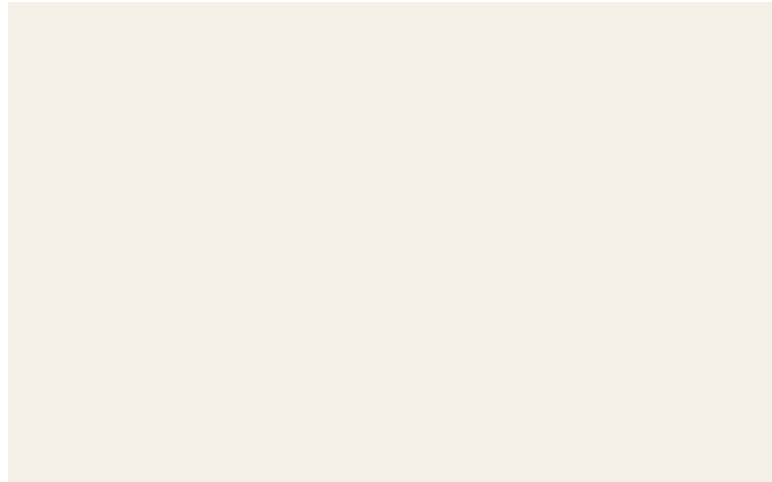
der Käse  
das Brot, -e  
die Kreditkarte, -n  
der Parkplatz, -e  
das Bargeld



1. Wo kaufst du Kleidung? Was findest du gut an diesem Laden?

2. Wo kaufst du deine Lebensmittel? Warum kaufst du in diesem Laden ein?

3. Wo kaufst du gar nicht gern ein? Warum?



K. (Tip): When going over this activity in class, survey sts to see where they like to shop (and check online vs. *im Laden* again). After you have a variety of stores or websites, poll sts as to what they find good about them. This way sts who prepared that store have a ready answer, and others can give opinions in support even if they didn't write about those specific stores/websites.

(Tip): Show sts that they can sound more sophisticated if they answer a *was* question by restating the question: *Was findest du gut an diesem Laden => An diesem Laden finde ich gut, dass...*

L. (Tip): This is an opportunity for sts to practice communicating for the benefit of someone from a different culture. They should be encouraged to integrate everything they've learned from the IA, the *Lernbuch* and especially their work with you in class. If you have sts from Germany available, consider having them consult or read st essays and give their thoughts/feedback in German.

## L. Einkaufen bei uns

The international student advisor has hired you to write an introduction about shopping in the US or Canada for new German exchange students. Give appropriate comparisons based on what you have learned about German shopping. Write at least five sentences.



Die meisten Supermärkte in den USA sind...  
In amerikanischen Supermärkten kann man...  
Andere Unterschiede zwischen den USA (oder Kanada) und Deutschland sind...  
In Amerika kann man auch überall... , aber in Deutschland...



Im Supermarkt kann man... kaufen.  
In Deutschland... , aber in den USA...

|                 |                         |
|-----------------|-------------------------|
| Körperpflege    | <i>personal hygiene</i> |
| Medikamente     | <i>medicine</i>         |
| die Verkäufer   | <i>sales people</i>     |
| die Einkäufe    | <i>purchases</i>        |
| die Kreditkarte | <i>credit card</i>      |
| die Plastiktüte | <i>plastic bag</i>      |

Organization.

(IC sensitivity and Intercultural Communicative Competence (ICC)): We're developing students' sensitivity to aspects of their culture, which may be strange to an outsider, esp. one from a German context. This type of intercultural thinking is part of culture gap management (CGM) – anticipating and preempting or resolving (possible) misunderstandings through communication and actions. This is also key to ICC: communicating with a person from another culture in a way that is satisfactory to both parties and that shows an awareness of specific meanings, connotations, associations and historical/social contexts of the target language (*frei nach Michael Byram*).

# 6.4 Geradeaus

Culture: City layout  
Vocabulary: Directions and travel  
Grammar: Subordinating conjunctions

A. (Answers): Expected answer from the *Wortschatzliste* for Unit 6 include: *Information, Polizei, Krankenhaus, Hotel, Tankstelle, Flughafen, Autobahn, Parkhaus, Bahnhof, Bushaltestelle* (or *Busbahnhof*).

(Ext.): Ask sts about their last experience with any of the items listed here. Share your own if sts are open.

B. (Pre-speaking): This is a free-speaking activity, so spend some time with the whole class preparing them. Ask them to brainstorm things they might say in response to each of these questions, and note the words and structures on the board. Time spent preparing sts in this way will greatly increase their communicative level for this activity.

## A. Wie heißt das?

For each icon, write a German term or phrase that describes it.






















## B. Wie kommst du dahin?

Interview two other students and note their responses here.



Wie kommst du zu deinen Eltern?

Wie kommst du zur Uni?

Wie kommst du zum Supermarkt?

Wie kommst du ins Kino?

Wie kommst du zu deiner Lieblingspizzeria?

Wie kommst du in deine Heimatstadt?

Organization.

(Learning while moving): Many sts do better in class when they can move around, so don't be afraid to have sts get up, move around, change groups, and even pace about. If you have a course of mainly first-year sts, they have not been out of high school very long and can be quite squirrely. Rather than fighting this tendency, simply build in times and activities that get sts to move around a bit. In other words, embrace the squirrel!

(Accusative - dative): Minimal approach: add *um... herum, entlang* to *für* as a growing accusative preposition list. Add *bei* to *mit, zu, von* (dative prepositions). Introduce *in* in the phrases to go to a place (*in die Bismarkstraße*). Review accusative for direct objects, pointing out the only change occurs with masculine nouns. FYI: sts work with 2-way prepositions more in Units 7, 8 and 11. Big picture approach: introduce 2-way prepositions here: *an, auf, hinter, in, neben, über, unter, vor, zwischen*.



**C. In der Stadt**

Translate the directions below into German using the phrases and structures provided.

|                 |                              |                                                                                             |
|-----------------|------------------------------|---------------------------------------------------------------------------------------------|
| Geh             | rechts<br>links<br>geradeaus | in die Bismarckstraße!<br>an der Apotheke!<br>bis zum Domplatz!<br>die Neubaugasse entlang! |
| Rechts<br>Links | siehst du                    | den Dom.<br>eine Kirche.<br>einen Supermarkt.<br>eine Bank.                                 |



1. Go left on Burgstraße.

2. Go straight ahead until you get to the Marktplatz.

3. On the left you'll see a bank.

4. Go along Marktstraße until Schillerstraße.

5. Go right at the post office onto Wernerstraße.

**D. Anweisungen**

Write the correct English match for each phrase.



| Go up!<br>Stop! | Go down!<br>Go straight! | Back up a<br>little! | Go right!<br>Go left! |
|-----------------|--------------------------|----------------------|-----------------------|
|-----------------|--------------------------|----------------------|-----------------------|

- Geh rechts!
- Geh links!
- Geh geradeaus!
- Geh hinauf!
- Geh hinunter!
- Halt!
- Geh ein bisschen zurück!

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |

C. (Tip): Help sts practice extending their production of certain grammatical structures by combining chunks and modifying models.

(HW): C & D should be assigned as HW. Pre-work is done in the IA.

(Ext.): These directions are for people walking. What would you say if someone were driving? Add: *fahren, abbiegen*.

(Ext.): Create several sets of directions using Google Maps in German, whether on campus or in Germany. Distribute to sts and see if they can find their destination based solely on the directions.

D. (FYI): *rechts* and *links* may be more useful in German cities than compass directions because so many German streets do not follow a Cartesian coordinate layout. You may want to show a map of a German city.

(Ext.) Spend part of class walking on campus in SMGRs. One st has directions in smartphone and plays the walking instructions in German (via German Google Maps or similar site). Sts need to get there using only the German voice instructions. Could be fun!

Organization.

(Dictionaries in class): Sts are encouraged to bring reference materials to class because one of the goals of *Auf geht's!* is to connect sts to the world outside the classroom. The *Auf geht's!* text does not have a glossary in the back and does not limit the texts to only words the sts have encountered. Sts need to use learning tools outside class, so allow them in class and train sts in their principled use.

One recommended tool is Google Translate for smartphones. Sts can speak in words they don't know and get a very fast translation. This encourages correct pronunciation (to be recognized by the voice recognition software) and is much less disruptive to the student mid-activity than typing in words to a laptop/cell phone/tablet or looking words up in an actual book.

E. (Warm-up): If you wish sts to give directions (production), then prime key phrases along with prepositions and cases before reviewing HW.

(Practice): Conduct an in-class homework check and review. Sts take turns reading and tracing the steps. Do they end up at the same place as the other pairs?

(Ext.) Bring copies of a street map of Berlin or some other city/town in a German-speaking country, or pull up a zoomed in map of a German city on Google Maps. Have sts write a description of how to get from one place to another. All sts must listen and guess where you end up. Make task clear, e.g. You must write at least 5 direction-statements. Help sts realize that these places are not just pictures in their book but real streets and neighborhoods, just like where they live.

### E. In Berlin

You are in Berlin standing in front of the *Gedächtniskirche* (at the red dot). Write on the map the number of each of the five places below based on reading the directions on how to get there from where you are standing.



1. Wo kann ich einen berühmten *Berliner*<sup>1</sup> genießen?

Einen wirklich guten *Berliner* bekommst du nur in einer Bäckerei oder Konditorei! Geh von der Gedächtniskirche aus den Kurfürstendamm entlang. Biege rechts in die Joachimstaler Straße ein und dann wenig später links in die Kantstraße. Geh über die Fasanenstraße. Dann gibt es auf der linken Straßenseite das Café Paris Bar.

2. Wo kann ich eine Apotheke finden?

Geh die Rankestraße entlang<sup>2</sup>. An der ersten Kreuzung<sup>3</sup> mit der Augsburger Straße biege nach links ab<sup>4</sup>. Nach weniger als hundert Metern siehst du auf der rechten Straßenseite die Luitpold-Apotheke.

3. Wo kann ich in einem schönen Biergarten sitzen und ein *Berliner Kindl* trinken?

Geh um die Gedächtniskirche herum und biege nach links in die Hardenbergstraße ab. Laufe über die Joachimstaler Straße bis du links die Fasanenstraße siehst. Biege wieder links ab und an der Ecke Fasanen- und Kantstraße siehst du dann den gemütlichen Biergarten des Quasimodo-Cafés.

4. In welchem Geschäft kann ich Shampoo und Haarspülung kaufen?

Geh zur *dm-Drogerie* im Europa-Center. Geh links die Tauentzienstraße herunter. Nach zweihundert Metern siehst du links einen großen Komplex von unterschiedlichen<sup>5</sup> Gebäuden<sup>6</sup> mit Geschäften und Cafés. Im Europa-Center findest du dann im Erdgeschoss die Drogerie mit vielen Hygieneprodukten. Falls du die Nürnberger Straße siehst, dann musst du zurücklaufen!

5. Wo ist das Kaufhaus *KaDeWe*?

Geh ungefähr 500 Meter die Tauentzienstraße entlang, bis zum Wittenbergplatz. Kurz vor dem Platz siehst du links ein großes Gebäude, wo viele Leute hineinströmen<sup>7</sup>. Das ist das berühmte *KaDeWe*, das größte Kaufhaus Europas.

<sup>5</sup> different  
<sup>6</sup> buildings  
<sup>7</sup> to pour in

<sup>1</sup> a donut filled with strawberry jam or plum butter  
<sup>2</sup> along  
<sup>3</sup> intersection  
<sup>4</sup> abbiegen – to turn

### Organization.

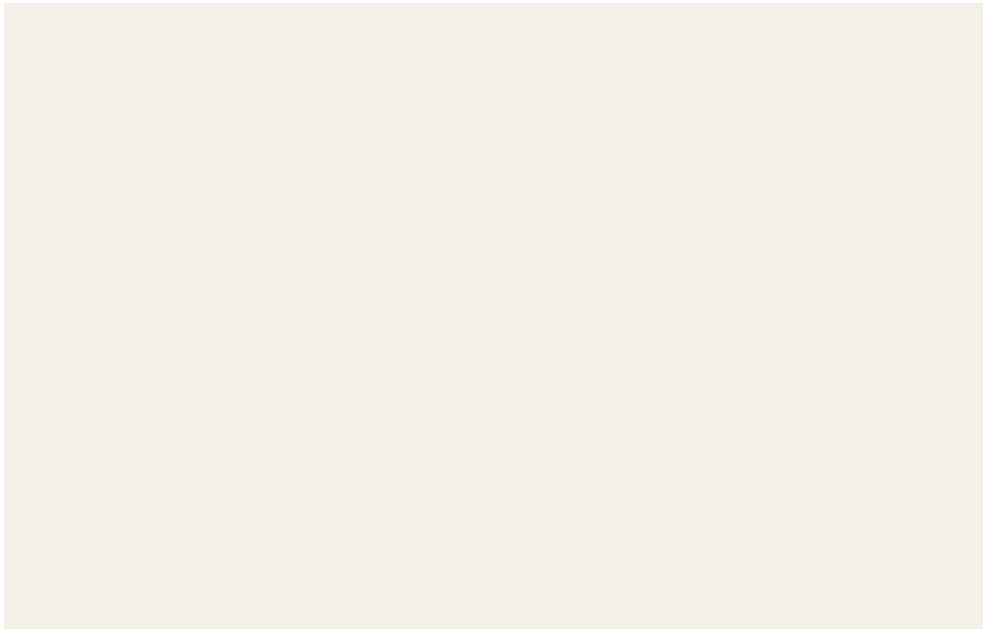
(Maps): Online maps of your campus can be useful for helping sts learn to describe locations. While there are advantages to printing out maps for classroom use, one can also have sts use laptops or cell phones to the same effect. This also allows you to change 'venue' quickly – have them follow up with questions about Bremen or Dresden or any German city, using Google Maps or similar resources to find locations you give and describe where they are relative to other locations. This can be a nice change of pace, and it may even make students curious enough to look up these locations on their own time. This also helps ground the activity in a 'real life' resource such as Google Maps rather than using maps of a made-up location.

**F. In Berlin (2)**

Go to an internet map site such as Google Maps, look up the locations you traced in 6.4E and make sure you are at the right place. Make any corrections necessary.

**G. Ein Laden**

Examine in greater detail one of the places listed in 6.4E and summarize in three simple German sentences what you find out about it. Look at pictures, customer reviews, any websites associated with it, and similar resources.



**F. (Tip):** You will be amazed that very few sts will think to look up the locations in activity E online, even though they are real. Help sts make connections and remind them that the materials in AG! are about real things and thus the internet can be extremely useful.

**G. (Ext):** You can instead have sts find a place nearby that interests them. Using Google Maps with images on, they should be able to find a variety of stores, shops, restaurants, cafés, bars, etc. This requires a bit more independence but might be more meaningful for them.

**H. (HW):** Have sts come prepared with two different sets of directions to get things moving quickly.

**H. Auf dem Campus**

With a partner, practice asking how to get to various locations on your own campus from your current classroom. Review the phrases in 6.4C to get started. It might be handy to have a campus map with you if you go to a large university.

Wie komme ich zum Uni-Kino?

Geh aus diesem Gebäude heraus und dann rechts die College Avenue entlang! Geh zwei Straßen geradeaus bis zur 8th Street! Geh dann nach rechts! Geh die 8th Street entlang! Nach 200m siehst du dann rechts das Kino.



Berlin Schiffsfahrten

Organization.

(Vocabulary - your short and long lists): **Prioritize the vocabulary learning goals for yourself.** Use the vocabulary lists and this teacher guide as you figure out your vocab goals for sts. When you know which words are most important, you can build that into your presentation, practice and assessment. It takes discipline to sit down before you start a unit and make your lists, but it makes the rest of the planning and assessing that much easier for you and fairer to your sts.

I. (HW): Assign as homework. Although the qns are in English to make them easier to understand, have sts write their answers in German.

(Answers): Section 1: a) *weil die Bahn viel einfacher ist* b) *zwischen seinem Ort und der Autobahn, und auf der A5* c) *ca. 30 km von Frankfurt entfernt* d) *wenn er abends einen Termin hat oder etwas Besonderes einkauft*

Section 2: *im Stau stehen / morgens um die Rush-Hour Zeit / Das ist sehr problematisch. / Das bedeutet für mich (viel) Stress.*

(Tip): a) This text has some relatively complicated sentences, but it is a very good example of everyday spoken German. Have sts mine it for useful language chunks they can use for themselves.

b) Be sure to check the grammatical items listed at the bottom of the page (prepositions and subordinate word order) as sts need to notice these things many times before they begin to internalize them.

### I. Bahn oder Auto?

Rolf (Marburg, DE) describes when he drives and when he takes the train. Read what he says and answer the questions that follow.

Ich fahre sehr selten Auto. Also ich fahre vielleicht einmal im Monat mit dem Auto in die Stadt. Meistens benutze ich die Bahn, weil die Bahn sehr viel einfacher ist. Das Problem ist, wir wohnen nicht weit weg von Frankfurt. Das sind etwa 30km. Aber zwischen unserem Ort und der Autobahn gibt es eine Stelle wo immer Stau ist, morgens, zwischen halb acht und halb zehn. Egal, wann man fährt, man steht immer 20-30 Minuten im Stau. Und wenn man dann auf der Autobahn ist, steht man wieder im Stau, weil die A5, die vom Norden nach Frankfurt reinfährt, auch sehr stark befahren ist und morgens so um die Rush-Hour Zeit ist das sehr problematisch.

Wir fahren manchmal nach Frankfurt, wenn ich abends einen Termin habe, oder wenn wir mal etwas Besonderes einkaufen und mittlerweile kenne ich mich so gut in Frankfurt aus, dass das für mich keinen Stress bedeutet.



Frankfurter Hauptbahnhof

Why does Rolf usually prefer the train over the car?

Where are the traffic jams when Rolf tries to drive to work?

Where does Rolf live relative to Frankfurt?

When does Rolf drive? Is it a problem?

Look through the text and write how you express the following in German:

to be stuck in traffic

during morning rush hour

It's a big problem.

That is stressful for me.

Circle all preposition that use the dative case in the text above. This will include prepositions that are always dative and others that are dative only sometimes.

You are learning about subordinate clauses, where the verb is placed at the end of the clause. Underline all verbs in the text above that occur at the end of the clause (after words like *dass*, *wenn*, etc.).

Organization.

(Bragging): If you use any sort of social media with your course (Twitter, Facebook, message boards, etc.) consider having your sts post periodically to brag about their accomplishments. Have them explain (in German if possible!) a success they had in their German class or something they are proud of. Language classes can feel like one long failure to some sts, so look for ways to build it to celebrate small victories. One function of Facebook is to give people space to brag about themselves (however they attempt to cover it up), so use this tendency to get your sts bragging about their German learning and cultural understanding.



**J. Wien**

Study the map of downtown Vienna and give directions in German between the following locations.



1. Wie kommt man vom Schwedenplatz zum Stephansdom?
2. Wie kommt man von der Technischen Universität zur Universität?
3. Wie kommt man vom Heldenplatz zum Stadtpark?
4. Wie kommt man vom Rathaus zum Karlsplatz?

J. (HW): Assign as homework. Option: Have sts use separate paper.

(Practice): In class have *Partnergroups* exchange the HW papers. 1 partner reads aloud. 1 partner traces the path on the map. Can each group follow the others' directions and get to the right place?

(Ext.): You can use ex J as an opportunity to talk about Vienna. Consider showing sts pictures of the places listed on the map for more context. Also, you could have sts explore these areas on the internet as HW and have them report back on any interesting facts. Make this map come to life!

K. (HW): Assign as HW. You determine if this is a skill-building task or an assessment. Make this a longer assignment. Or, you could have them do this as a pop quiz review. Give sts 15 - 30 minutes to write this ex. Consider whether or not you want this to be open-book in terms of vocab. Give them the sample sentences, of course. You can post these on an overhead if this is closed-book.

**K. Von A nach B**

Think of one or two longer trips you make regularly and describe them in German. Feel free to use the models provided or take some from texts in *Themen* 6.3 and 6.4. Show your instructor you know how to write about traveling with various means of transportation.



Einmal im Monat fahre ich zu meinen Eltern. Meistens fahre ich mit dem Auto, aber manchmal fahre ich auch mit dem Bus. Meine Freunde müssen immer fliegen, weil ihre Eltern weiter weg wohnen.



Organization.

(Rubric grading for vocabulary): Consider applying rubric-type grading to vocabulary learning. For example, determine 7 key phrases. Make these your bottom line. All sts must comprehend these to pass the vocab assessment for this sub-unit. To earn a C - produce as well as comprehend the 7 keys. To earn a B - comprehend and produce accurately the 7 keys plus 5 more. For an A - comprehend and produce yet another 5 phrases. Now you can tell the next teacher: all sts who passed know xyz.

# 7.1 Grundschule

Culture: Elementary school  
Vocabulary: School terms  
Grammar: Narrative past

A. (Warm-up): Use this as a first-day prime of the new topic. Write verb infinitives on the board. Have sts answer qns based on changing the helping verb. Maybe review the present tense of *haben*. Emphasize that *Schule* refers to primary and secondary school, not to college or university. Return to these qns a few days later as a springboard into conversational past.

(Ext.): Review and practice times of the day and other adverbs used with schedules.

B. (Warm-up): Use the photo for the day-before prime. What are those boxes and cones? *Was findet man in einem Ranzen? in der Tüte?* Highlight the phrase *Es macht Spaß* from this text. FYI: This is a short, edited version of an interview on the IA.

(FYI): *Schulranzen* or similar backpacks are necessary because even young *Schüler* carry homework and books home. Desks and lockers to store personal things at school are not common in Germany.

## A. Grundschule

Can you remember your time in elementary school? Answer these questions about any routine from grades 1-4 you remember.

*so um* – used for approximate time  
*so um 14.00* –  
means “at about 2:00 PM”

The verb forms in the questions will help you form answers.

1. Um wie viel Uhr hat die Schule angefangen?

2. Wann war die Schule zu Ende?

3. Wann hast du zu Mittag gegessen?

4. Wann hattest du deine Pausen (*recess*)?

5. Wann bist du nach Hause gegangen?

6. Wie bist du zur Schule gekommen?

7. Hast du in der Schule viele Hausaufgaben gehabt?

8. Bist du gern zur Schule gegangen?



## B. Der erste Schultag

Evi (Göttingen, DE) talks about her first day of school. Summarize her day in the box below. Circle at most three words to look up.



Das war in der Bonifatiuschule hier in Göttingen. Die ist unten an der Bürgerstraße. Und ich hatte so eine Riesenschultüte gekriegt<sup>1</sup> und war noch ganz aufgeregt<sup>2</sup>, weil meine großen Geschwister auch noch zur Schule gingen. Und sie haben mir so erzählt<sup>3</sup>: „Ja, es ist alles so streng und es ist alles so schlimm.“ Und ich habe gedacht: „Oh, ich will da nicht hin. Ich will da nicht hin.“ Und im Nachhinein<sup>4</sup> habe ich dann auch nur vier Stunden gehabt und dann habe ich gedacht: „Oh, das ist ja doch ganz gut. Es macht Spaß!“ Und seitdem hat mir die Schule eigentlich regelmäßig Spaß gemacht.

1 kriegen – *to get*

2 excited

3 erzählen – *to tell*

4 im Nachhinein – *in retrospect*

## Organization.

(Conversational past): Conversational past and present tense are the two main verb forms emphasized in *Auf geht's!*. Determine your list of irregular participles you expect your sts to learn, and start building in practice, repetition and recycling throughout the rest of the semester. Make sure sts are aware of the list of irregular verbs at the back of the text. It is rarely the case that you can introduce a verb form, practice it for a week, and expect sts to get it. Constant recycling and practice are necessary, so be sure to build in ways for sts to practice identifying and forming the conversational past whenever you can.

## C. Anikas Stundenplan

Read Anika's schedule and compare it to your own schedule from your years in elementary school.

| Zeit                                     | Montag              | Dienstag        | Mittwoch       | Donnerstag      | Freitag                        |
|------------------------------------------|---------------------|-----------------|----------------|-----------------|--------------------------------|
| 7.40                                     |                     | <b>Sport</b>    |                | <b>Deutsch</b>  | <b>Blockflöte</b> <sup>1</sup> |
| 8.30                                     | <b>HuS</b>          | <b>Mathe</b>    | <b>HuS</b>     | <b>Mathe</b>    | <b>Deutsch</b>                 |
| 9.20                                     | <b>Mathe</b>        | <b>Religion</b> | <b>Mathe</b>   | <b>HuS</b>      | <b>Deutsch</b>                 |
| 10.25                                    | <b>Musik</b>        | <b>HuS</b>      | <b>Deutsch</b> | <b>Religion</b> | <b>Mathe</b>                   |
| 11.15                                    | <b>Sport</b>        | <b>Deutsch</b>  | <b>Deutsch</b> | -----           | <b>Sport</b>                   |
| 12.00                                    | <b>Mittagspause</b> |                 |                |                 |                                |
| 13.40                                    |                     | <b>*TW</b>      |                |                 |                                |
| 14.30                                    |                     | <b>*BK</b>      |                |                 |                                |
| * dienstagnachmittags - alle zwei Wochen |                     |                 |                |                 | <sup>1</sup> recorder          |

1. Wie viele Stunden am Tag geht Anika zur Schule?

2. Wie heißt das auf Deutsch?

*shop*

*elementary science*

*visual arts*

*recorder (instrument)*

Bildende Kunst (BK)  
Technisches Werken (TW)  
Blockflöte  
Heimat- und Sachunterricht (HuS)

3. Welche Fächer von Anikas Stundenplan hast du in der Schule auch gehabt?

4. What differences do you notice between Anika's schedule and your elementary school?

5. Would this schedule have worked well for you while you were in elementary school?

C. (FYI): This is an authentic schedule from a second grade class.

(Warm-up): Day before: Consider using one or more of the following primes. Prime 1 - Ask several qns about the *Stundenplan*, e.g. *Um wieviel Uhr ...Wann...? Wie oft hat Anika Mathe? Wann ist Anika wieder zu Hause?* Prime 2 - IC comparisons - What do you notice about this typical school schedule that is similar/different from your own grade school schedules? Prime 3 - Teacher shares own experiences or observations. Prime 4 - What might be some advantages/disadvantages of the German/US elementary school schedule?

(Ext.): Relate discussion of pros and cons to various modes of transportation as presented in Unit 6. Ask sts to think of those modes best suited for school children.

(FYI): *Blockflötenunterricht* begins as early as 1st grade and is developed over many years. The recorder is considered a "real" instrument, as opposed to its reputation in the US.

D. (HW): Have sts write this as a longer essay for HW. To make this fun, see if they can include a photo.

## D. Meine Grundschule

Compare your elementary school experience to Evi's description and Anika's schedule.



Meine Schule war nicht besonders groß, aber sehr schön. Wir haben drei bis vier Stunden pro Tag gelernt und eine große und mehrere kleine Pausen gehabt. Ich habe in der Schulumensa gegessen, weil ich am Nachmittag noch Unterricht hatte. Meine Lieblingsfächer waren Mathe und Kunst. Die Schule hat mir Spaß gemacht, obwohl manche Lehrer sehr streng waren.

Organization.

(Drawing the connections): Unit 7 allows sts to draw connections between different components of a culture and its systems. Religion can be taught in school because Germany's relationship between organized religion and the state is very different from that in the US. This traditional school schedule also supports the traditional German meal schedule (with the hot, larger meal in the early afternoon). *Ranzen* are necessary to carry books home, which is necessary because more homework is given, which is related to the fewer contact hours and more at-home time, which can also make lockers less unnecessary. Of course, much is in flux and there's a lot of variation throughout Germany and other German-speaking countries.

(FYI): *BK* - *Bildende Kunst* is akin to American art classes. *TW* - *Technisches Werken* is craft oriented. Kids learn things like how to knit, sew on a button or patch a hole in fabric or make a trivet.



## E. Das deutsche Schulsystem

E. (FYI): Sts cover a brief introduction to this topic in the IA.

(Tip): Find a graphic on the internet that shows the German school system and the various paths sts can take, depending on their year and the Bundesland.

(Answers): 1) *nein* 2) *Kindergarten, Kindertagesstätte (Kita)* 3) *zehn* 4) *Gesamtschule, Hauptschule, Realschule, Gymnasium* 5) *Eltern, Lehrer, Noten* (not mentioned: *Was wollen die Schüler?*)

(FYI): German sts are required to attend school for 10 years. If they are held back, those years still count toward the 10 years, so they are not required to attain a specific grade.

(Tip): Consider priming the idea of *Numerus Clausus*, which they will get to in 7.3 *Uni*.

You will already have noticed some differences between the German school system and the prevailing system in the USA and Canada. Read more about how German schooling is organized, especially at the lower grades, and answer the questions that follow.

Alle Kinder in Deutschland müssen vom 6. bis zum 16. Lebensjahr eine staatliche oder private Schule besuchen. Unterricht zu Hause, so wie in den USA das „home schooling“, ist nicht erlaubt. Kinder können in eine Kindertagesstätte (Kita) gehen – früher war das der Kindergarten. Es gibt keine allgemeine Kindergartenpflicht<sup>1</sup> in Deutschland. In der Schweiz und in Österreich aber müssen alle Kinder für zwei Jahre in den Kindergarten gehen.

In Deutschland haben die 16 Bundesländer unterschiedliche Schulen. Hier sind aber ein paar prinzipielle Ideen: Alle Kinder beginnen mit der Grundschule. Danach gehen Kinder auf eine von vier möglichen Schulen: auf die Gesamtschule, die Hauptschule, die Realschule oder das Gymnasium.

Außerdem gibt es Förderschulen<sup>2</sup> für Schulkinder mit psychischen Problemen und für geistig und körperlich behinderte Kinder (z.B. taube<sup>3</sup> und blinde Kinder).

- 1 die Pflicht - requirement  
2 special-needs schools  
3 deaf

Auf welche Schule das Kind geht, entscheiden verschiedene<sup>4</sup> Faktoren: Was wollen die Eltern? Was denken die Lehrer? Und wie gut (oder schlecht) sind die Noten? Wenn man das Abitur<sup>5</sup> macht und danach an einer deutschen Universität studieren möchte, braucht man gute bis sehr gute Noten für das Studienfach Medizin oder ein anderes beliebtes Studienfach (Germanistik, Amerikanistik, BWL).

- 4 different  
5 college-prep-school degree



1. Haben alle deutschen Bundesländer das gleiche Schulsystem? (circle one) Ja Nein

2. Zwei deutsche Wörter für *daycare/pre-school* sind \_\_\_\_\_ und \_\_\_\_\_.

3. Kinder in Deutschland müssen \_\_\_\_\_ Jahre lang eine Schule besuchen.

4. Deutschland hat diese Schulformen: \_\_\_\_\_

5. Diese Faktoren entscheiden, auf welche Schule man nach der Grundschule geht: \_\_\_\_\_

Meine Schule: Write three sentences in German (or more if you're feeling talkative) comparing the school system you went to school under with the German school system described above.

## Organization.

(Making real connections): While care must be taken, the topic of sts' previous school experiences can lead to positive and real communication between your sts. Schools have been a major part of life for almost all sts at this point. One must, of course, be alert to situations outside the norm that may exist, such as non-traditional sts, sts who got a GED rather than a traditional high school degree, or sts who moved frequently as a child and didn't get the chance to "bond" with a single school as their own. In general, these topics don't get too painful for sts to talk about, but that's not always true in other topics such as family or health issues. How far you explore these topics will depend on your sts, the dynamics of the class, sts' relationships, etc. If a level of trust and camaraderie is there, it can be a positive thing to be open about different perspectives or the less-pleasant aspects of being human and alive. If you are unsure, it is probably not worth the risk to probe too much, but creating a caring and supportive learning community in your class is a worthy goal, and some exploration of these topics may help you get there.



# F. Hast du das gehabt?



Work with a partner and ask if you had various things in elementary school. You can use these prompts, but also add some from your recent vocabulary lists. Remember to use *nicht* or *kein* if you didn't have it! And, of course, whatever you had or didn't have is a direct object.

Hausaufgaben Federtasche Schulhof Schultüte Rucksack Bleistift

Hast du Hausaufgaben gehabt? Ja, wir haben Hausaufgaben gehabt.  
Hast du eine Federtasche gehabt? Nein, ich habe keine Federtasche gehabt.

# G. Der Schulweg

Answer the following questions as best you can, *auf Deutsch natürlich!*

1. Wie bist du zur Schule gekommen?

mit der Straßenbahn  
mit dem (Schul)bus  
mit dem Auto  
zu Fuß  
mit dem Fahrrad

2. Wie kommen die meisten Amerikaner oder Kanadier in die Schule?

3. Wie kommen die meisten deutschen Schüler wohl (*probably*) in die Schule?

4. Was denkst du: Haben die Deutschen auch gelbe Schulbusse wie in Amerika oder Kanada?

# H. Was ist dir wichtig?

Was findest du wichtig für die Schule?

|                                      | nicht sehr<br>wichtig    | wichtig                  | ganz<br>wichtig          |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| Pausen                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prüfungen                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hausaufgaben machen                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Beziehung zur<br>Lehrerin/zum Lehrer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ganztagsschule                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sozialisation                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| kleine Klassen                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



F. (Warm-up): Review direct objects and have sts practice both creating questions as well as answering them positively or negatively. Once that is going smoothly, have them work with a few different partners.

G. (HW): Consider having sts submit this assignment electronically via CMS or email so that you can scan the answers before class and show good examples linguistically and in regards to content. Qns two and three are opinion questions, while four is a guess-what-I'm-thinking question, but hopefully sts will intuit that yellow schoolbuses are a cultural artifact, not a given across all human cultures!

H. (Tip): Sts can talk about their opinion in the present tense using the structure, "X *ist/sind* mir nicht sehr wichtig / wichtig / ganz wichtig." If you want to discuss the past, they need to use *war/waren* instead of *ist/sind*. Help sts with this structure, and then have them share with a neighbor and then with the class. If they want to throw an *in der Schule* in there as well, they will sound really good!

Organization.

(Questions for instructor): Consider having sts rework activities to ask questions of you, the instructor. Activities F-H above work well here. Sts will need to convert their questions to the *Sie* form (most likely) and they may be surprised at what they learn.

(Approaching a new semester): What one thing would you like to improve in your teaching this semester? Perhaps something global like course management, or something specific like better priming of activities in class. Each new course or semester gives sts and teachers a chance to reassess. Keep the good; improve the bad. Just as we set learning goals for our sts, we should set a few goals for ourselves. Whether you're a first-year teacher or a veteran, challenge yourself to do your best.

## I. Waldorf – eine alternative Schule

Anika's schedule in 7.1C is a typical schedule for a 1st or 2nd grade German elementary school student. Read about a very different school concept – the *Waldorfschule* – and answer the questions that follow.

L. (HW): Have sts practice reading this text aloud for comprehension, and even more for pronunciation.

(Reading): In class - split the text into parts and have sts read the text aloud. Reward those sts verbally who have the best pronunciation.

(Post-Reading): Have sts ans qns in pairs and report back to the class.

(FYI): This can lead to a really interesting discussion in class if you give it some time. Many sts have never considered that there are theories of education and that their particular *Schulform* is not the only one. Bring some images of *Waldorfschulen* (including the sunflowers), discuss sayings such as *Das Leben ist keine Waldorfschule*, as well as YouTube videos by *Waldorfschüler* about their experiences (usually positive, but often feeling marginalized). Compare to other forms of education in the US/ Canada, such as open classroom of the 1970, homeschooling, etc.

(Follow-up): Do sts feel that their school (and studies) are leading to freedom? Are they fair to all? Accessable to all? Far-reaching (creative, physical, intellectual)?



## Das Prinzip Waldorfschule

Rudolf Steiner (1861-1925) eröffnete 1919 in Stuttgart die erste Waldorfschule. Das Prinzip für die Waldorfschule war einfach: Alle jungen Menschen sollten die gleichen Chancen im Leben bekommen. Es sollte nicht wichtig sein, was für einen sozialen Status die Eltern haben, oder wie intelligent die Kinder sind, oder was sie später einmal werden wollen. Alle Schülerinnen und Schüler durchlaufen ohne Sitzenbleiben zwölf Schuljahre. Ab dem 1. Schuljahr gibt es künstlerischen, handwerklichen, fremdsprachlichen und wissenschaftlichen Unterricht. Dieser Unterricht hat von Anfang an ein wichtiges Ziel: Die Kinder sollen innere menschliche Freiheit erleben. Am Ende des Schuljahres geben die Lehrer keine Zeugnisse mit Noten, sondern die SchülerInnen bekommen alle ein schriftliches Zeugnis mit detaillierten Kommentaren und konstruktiver Kritik.

1. Was ist das Hauptprinzip der Waldorfschulen?
2. Ab welchem Schuljahr lernen die Kinder eine Fremdsprache?
3. Am Ende eines Schuljahres gibt es keine traditionellen Zeugnisse mit Noten. Was bekommen die SchülerInnen stattdessen?
4. Was glaubst du: Dürfen nur Eltern mit viel Geld ihre Kinder auf eine Waldorfschule schicken? Warum oder warum nicht?
5. What does the phrase ohne Sitzenbleiben mean? Why is it important here?
6. What is the goal of Waldorfschulen? Did your elementary school have the same goal?

## Organization.

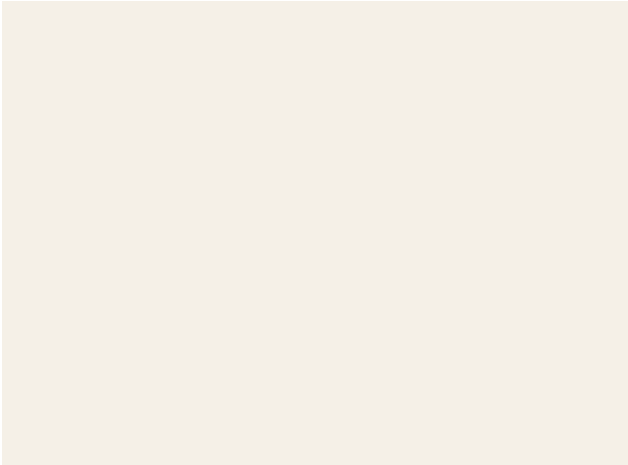
(Building in time): Some activities like J on the next page require time. Don't be afraid to leave enough time for students to do a good job with creative tasks. While the sts may not be fully in German the whole time (as they often use English in group work situations), the things they create should be worth the investment of time in class. This also communicates that you as the instructor value their work. While we shouldn't waste time, of course, it can be equally problematic to not allow enough time to complete a creative activity. And it can fit with the *Waldorfschule* text on this page!

(Info texts): As before, instructors are encouraged to direct sts to other outside sources that deal with the same information presented in "Info Texts" (i.e., non-interview texts that were written by the authors of *Auf geht's!*) such as in I above. This validates the fact that the things described actually exist (and are not artifacts of textbook only) and can bring in contrasting points of view.

# J. Schultüten



On the first day of first grade, German children receive a *Schultüte*. Imagine that you'd like to start this tradition at your college or university. In small groups, decide on the contents of the perfect „Unitüte“. Your *Unitüte* must contain 5-7 items. Sorry, no cash, credit cards, or checks.



J. (Practice): This works well as a SMGR discussion. The group could produce a list, a short radio ad or a 1-page ad flyer. If done digitally, this can be projected. Whose is the most appealing? Don't forget to write some key German phrases on the board to help sts negotiate this activity. Challenge sts to use each phrase at least once.

K. (Warm-up): Give sts 45 seconds to brainstorm three things they want to say in this essay. Sts can ask how to say something at this time. Class can offer suggestions if they can, otherwise teacher helps out.

# K. Meine Schulzeit



Write an essay of approximately 75 words describing your experiences in elementary school. What did you learn? What did you do? What was your schedule like? Use structures from Evi's description in 7.1B and Anika's schedule in 7.1C. Remember that you will be writing in the past tense.

|                            |                                                                 |                                                      |
|----------------------------|-----------------------------------------------------------------|------------------------------------------------------|
| Meine Schulzeit war        | schön / toll / langweilig.<br>nicht so gut / furchtbar.         | great / fantastic / boring<br>not so good / terrible |
| Ich habe                   | Mathe / Englisch / Musik                                        | gelernt.                                             |
| Ich habe                   | keine / ein paar / viele                                        | Freunde gehabt.                                      |
| Meine Lehrer waren         | nett / toll / freundlich.<br>langweilig / schrecklich / gemein. | nice / great / friendly<br>boring / horrible / mean  |
| In den Pausen habe ich ... |                                                                 | During recess / break ...                            |
| Ich bin                    | gern / ungern / überhaupt nicht gern                            | zur Schule gegangen.                                 |



Meine Zeit in der Grundschule war toll! Meine Klassenlehrerin Frau Feuerbach war sehr nett. Wir haben viel von ihr gelernt. Ich habe auch viele Freunde gehabt. In der 3. und der 4. Klasse haben wir eine Klassenfahrt gemacht. Das war sehr schön! Aber eine Lehrerin war schrecklich! Sie hat Kunst unterrichtet und hat immer laut geschimpft. Ich bin aber gern zur Schule gegangen.

Organization.

(Rubrics): As yet another reminder, consider putting in specific requirements to rework chunks of language from activities and texts in *Auf geht's!* for their writing assignments to remove the temptation to use online translators. In addition, consider making explicit any expectations for grammatical forms. While the goal of each writing assignment should indeed be communication, gentle constraints on form are often good as long as they do not take over the point of each activity, which is to practice communicating in German.

## 7.2 Gymnasium

Culture: High school & *Gymnasium*  
 Vocabulary: School subjects & phrases  
 Grammar: Modals in narrative past

A. (Tip): Remind sts to do the IA before the LB assignments and then the LB assignments before coming to class. There are 3 learning environments and this is the best order for success. If they practice in class, they will spend less time learning on their own. It is more efficient to be prepared for class.

B. (Warm-up): Spend a few minutes talking about your time in school and your answers to the qns in B. Then elicit responses from the whole class. Then move to activity C below.

C. (Ext.): Have sts find a new partner after completing this activity. Each st says a *Fach* that is written in their answers here for B. The other st has to ask qns to see if they can find the proper category. Warm-up with sts to create these questions if desired, e.g., *War das Fach für dich interessant? War es für dich schwer? War es für dich leicht?* Sts should try to get it on the first try.

### A. Schulfächer

For each subject, write in the blank in which grades (*Klassen*) you had that subject. Then check three that were your *Lieblingsfächer* while you were in school.

|                      |                      | Lieblingsfach            |                    | Lieblingsfach        |
|----------------------|----------------------|--------------------------|--------------------|----------------------|
| Religionslehre/Ethik | <input type="text"/> | <input type="checkbox"/> | Musik              | <input type="text"/> |
| Erdkunde             | <input type="text"/> | <input type="checkbox"/> | Kunst              | <input type="text"/> |
| Mathematik           | <input type="text"/> | <input type="checkbox"/> | Wirtschaftslehre   | <input type="text"/> |
| Chemie               | <input type="text"/> | <input type="checkbox"/> | Informatik         | <input type="text"/> |
| Biologie             | <input type="text"/> | <input type="checkbox"/> | Werken und Technik | <input type="text"/> |
| Sport                | <input type="text"/> | <input type="checkbox"/> | Hauswirtschaft     | <input type="text"/> |

### B. Welche Fächer?

Think back on your time in high school and respond to the questions below using the correct German terms for school subjects.

Welche Fächer waren interessant?  
 Welche Fächer waren für dich schwer?  
 Welche Fächer waren sehr leicht?  
 In welchen Fächern warst du gut?  
 Was war dein Lieblingsfach?

### C. Austausch

Ask a partner the questions from 7.2B above. Then switch roles and answer them to the best of your ability.



Geschichte war sehr interessant.  
 Kunst war schwer für mich.  
 Mathe war sehr leicht.  
 Ich war gut in Naturwissenschaften.  
 Deutsch war mein Lieblingsfach!



Zürich, CH

### Organization.

(The iceberg): Edward Hall developed a model of culture as an iceberg, where what is apparent at first glance really is just the tip of the iceberg and that below are many unspoken and mostly invisible assumptions and practices. In your course, don't be content to simply describe the tip of the iceberg; rather, encourage sts to think more deeply about what surface cultural manifestations may communicate about culture beliefs, values and practices under the surface.

One way to make such deeper patterns apparent is through cultural comparisons, which is quite easily done with topics like schooling here or holidays and celebrations later in *Auf geht's!*. Find points of contrast and reflect on possible cultural reasons or patterns of belief and practice that these differences may partially expose and illumine.



**D. Meine High School**

Find a partner and ask about his or her high school experiences.



Bist du auf Klassenfahrten gegangen?  
 Hast du im Schulorchester mitgespielt?  
 Hast du in einer Sportmannschaft gespielt?  
 Hast du den Führerschein gemacht?  
 Hattest du Religionsunterricht in der Schule?  
 Hast du ein Berufspraktikum gemacht?  
 Hattest du ein Abschlussfest?  
 Gab es einen „Tag der offenen Tür“?  
 Hast du für die Schule einen Rucksack benutzt?  
 Hast du in der Cafeteria gegessen?



D. (Tip): This is a good activity to augment with additional qns tied into class discussion and your interests. Print out these (and other) questions on strips of paper and make sets for every two or three sts. Have them converse on these topics, drawing the top question and answering it. This helps it feel a bit less predictable than 'going through the list'.

E. (Warm-up): Have sts brainstorm how they got to school, transportation-wise, in elementary school.

**E. Der Schulweg**

Take a look at the following options for getting to school in Germany and mark the most fitting answer for your hometown or come up with your own reason.

1. In Deutschland fahren viele Schulkinder mit dem Fahrrad zur Schule, wenn das Wetter schön ist.

- ☐ Das geht in meiner Heimatstadt nicht, weil es zu viele Autos gibt.  
☐ Das konnte ich in meiner Heimatstadt auch machen, weil wir Fahrradwege haben.  
☐ Das war in meiner Heimatstadt (nicht) möglich, weil

2. In Deutschland gibt es nur selten organisierte Schulbusse. Die meisten Schulbusse sind ganz normale Stadtbusse, mit denen die Schulkinder fahren.

- ☐ In meiner Heimatstadt gibt es natürlich organisierte gelbe Schulbusse!  
☐ Ich musste nie mit dem Schulbus fahren, weil mich immer meine Eltern, Geschwister oder Freunde zur Schule gebracht haben.  
☐ Schulbusse gibt es auch in meiner Heimatstadt, aber

3. Deutsche können erst mit 18 Jahren den Führerschein machen. Deshalb fahren nicht viele mit dem Auto zum Gymnasium.

- ☐ In meiner Heimatstadt war das ganz anders. Die meisten SchülerInnen hatten mit 16 Jahren ihr eigenes Auto.  
☐ Viele SchülerInnen bekamen mit 16 Jahren ihr eigenes Auto, aber die meisten sind weiterhin mit dem Bus gefahren.  
☐ In meiner Heimatstadt war das ganz anders, weil

(Ext.): a) Practice summarizing and condensing with your sts. They can take an answer like *Das geht in meiner Heimatstadt nicht, weil es zu viele Autos gibt* and condense it down to *Geht nicht, zu viele Autos*.

b) Put sts in different pairs, then paraphrase each of the three questions here differently and have sts respond to them off the cuff without consulting their text. They are warmed up to the topic but will need to recreate their content on the fly, which is excellent conversation practice.

Organization.

(Modal verbs in the past): Create communicative tasks that combine the topic focus and the target grammar. Consider reviewing modals in the present tense, e.g., *Ich will Arzt werden. Welche Fächer soll ich machen? Ich mag Musik und Religion. Was soll ich werden?* Then, introduce modals in the past. Practice by discussing high school experiences.

(Class participation): Many language teachers include class participation as an assessment criteria. Many sts feel this is basically a measure of how much the teacher likes them. Be clear about your expectations and criteria for A, B, C & D level class participation. Keep daily track of attendance & quality and quantity of participation, including preparedness for class. Inform your sts several times throughout the semester of their current participation grade. Finally, consider having sts complete a well designed self-evaluation (a couple weeks into the semester). This will underscore your expectations and force sts to do a little reflection.

F. (Ext.) Ask sts whether they were allowed to text in school, in class, etc. using *durfte* (which they are learning in this *Thema*).

(Tip) Note with sts the elements of spoken German: use of *eigentlich*. *Es machen ganz viele* = Lots of people do it. *Man darf es* vs. People are allowed to do it. *Eine SMS schicken* vs to text.

G. (Tip) Check sts' responses with a full question, such as *War es im Unterricht in der High School erlaubt oder verboten, das Handy zu benutzen?* Or *War das Handy Benutzen in der Schule erlaubt oder verboten?* They can respond with things like *Handy Benutzen war verboten*, etc.

(FYI) Cell phone use while driving in Germany is *total verboten*.

H. (FYI) This is a recap of G but uses *dürfen* in the past to practice a modal verb in the past.

### F. Handy weg!

In German schools, using a cell phone during class is generally *verboten*, but that doesn't necessarily stop everyone, which may (not) come as a shock to you. Read through these texts and answer the questions.

**Amelie (Berlin, DE):** SMS schicken ist in der Schule eigentlich verboten. Aber es machen ganz viele. Also während der Pausen darf man es, aber im Unterricht eigentlich nicht, was man auch verstehen kann. Aber es machen trotzdem viele.

**Christopher (München, DE):** Ich habe im Unterricht mal das Handy ins Mäppchen gestellt und dann hatte ich vergessen den Ton auszumachen<sup>1</sup> und dann, als ich es wieder angucken wollte, ist dann der Ton angegangen. Und das Handy war weg. Ja, es ist schon blöd, weil man dann versucht, das Handy schnell einzustecken, aber der Lehrer ist schneller.

<sup>1</sup> to turn off the volume

Wann darf Amelie eine SMS schicken?

Darf Christopher sein Handy im Unterricht benutzen?

Was ist mit Christophers Handy passiert?

Wie hat der Lehrer gewusst, dass Christopher sein Handy benutzte?

### G. Was denkst du?

Indicate what was or was not allowed in your high school and what you think about it.

| im Unterricht in<br>der HS war: | erlaubt                  | verboten                 | Finde ich<br>gut         | Finde ich<br>dumm        |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Handy benutzen                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Laptop benutzen                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| schlafen                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| mit Nachbarn sprechen           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| essen                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facebook benutzen               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### H. Und du?



Work with a partner and find out what policies existed in high school. Start each question with *Durftest du* and complete the rest of each sentence to get at the questions in 7.2G.

Handy benutzen:

Durftest du im Unterricht dein Handy benutzen?



### Organization.

(Arts & Crafts): Don't underestimate the power of a small artistic project to contribute positively to your classroom dynamics. These can be especially good when sts have been working hard or been through a particularly stressful period on campus (such as midterms). Bringing in variety helps keep student attention and can make the time pass quickly for them.

Consider having a bag or box of art supplies ready to use at a moment's notice (markers, colored paper, scissors, tape, glue and glitter) so you can bring it in easily to class on short notice. Don't overdo it, of course, but think of having a hands-on art project every 3 weeks or so if it fits into your course goals.

## I. Meine High School

Check whether the following statements were true, sort of true, or not true at your high school.



|                                         | ja!                      | naja...                  | nein!                    |
|-----------------------------------------|--------------------------|--------------------------|--------------------------|
| Die Schüler waren den Lehrern wichtig.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Die Lehrer halfen den Schülern.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Es war einfach, gute Noten zu bekommen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Die Fächer waren interessant.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Es gab viele ausländische Schüler.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Es gab viele Cliques.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Die Partys waren sehr gut.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Die Sportmannschaften waren gut.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Die Schüler waren offen und freundlich. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich habe mich wohl gefühlt.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

And now, write three positive and three negative things in German about your high school.

Das Positive

Das Negative

I. (Tip) Elicit answers using *ja/nein* qns. Then work with sts on how to answer fully (not just *ja* or *nein*), either by restating the entire question or, for motivated sts, using pronouns where appropriate. You will want to review use of *nicht* and *kein* as well. For example, *Waren die Schüler den Lehrern wichtig?* 1) *Ja* 2) *Ja die Schüler waren den Lehrern wichtig* 3) *Ja sie waren ihnen wichtig*.

(FYI) This activity can sometimes generate a lot of energy so be sure to have time for it that you can take from different class activities if necessary.

J (Tip) This is a repeat of I above, but sts need to create the questions to ask their partner. Work with them on how to convert statements in I into yes/no questions. Have them give brief answers as in the models, or in fuller sentences if they have practiced that. Feel free to add an expectation that they give more information other than *ja* or *nein* (examples, qualifiers, etc.).

## J. Interview



Work with a partner and ask in German about the responses in 7.2I above. You will need to convert the statements into yes/no questions.

Waren die Schüler den Lehrern wichtig? Halfen die Lehrer den Schülern? Was war das Positive an deiner High School?

Antworten:

Ja, total.

Ja, absolut.

Nein, überhaupt nicht.

Nein, gar nicht.



Chur, CH

Organization.

(Caution on use of online translators): Show sts some of the dreadful and hilarious examples of mis-use of dictionaries and online translators. You can ask your colleagues for any good ones they've seen, Google it or plug a few sentences back and forth in one of those translators yourself. Explain clearly when sts may use online translation and when you want them to avoid it. Consider designing in-class writing assessments that can only be done successfully if they have practiced composition. Especially underscore how the writing models, sentence guides and tips really make the tasks doable and produce superior results compared to sentence-level online translation.

## K. Was lernst du am liebsten?

Six students from the same *Gymnasium* in Göttingen were asked *Was lernst du am liebsten?* Read their responses and answer the questions below.

K. (Warm-up): Consider using one or more of the following primes. Day-before:

Prime 1 - tell sts to answer the qns, but also indicate why, and highlight the portion of the text that justifies their answer.

Prime 2 - Assign readers for tomorrow.

Prime 3 - Read Philipp's text together.

(FYI): There are *Vereine* for American football as well as baseball and softball in Germany, but they are not common hobbies.

(Answers): These are opinions, there aren't always correct answers: a) Evi b) This is a total judgment call. Possibly Maren, Evi and Stefan. The others aren't as interested in academic subjects. c) Anike d) Philipp, Maren e) Alice (at least) f) answers vary

1) *Ich tanze seit (knapp) einem Jahr.* (from Philipp) 2) *Ich mag Englisch/Englisch gefällt mir/Ich lerne gern Englisch, weil ich es gut verstehe.* (combine several answers, ending with Stefan). 3) *Deutsch macht mir keine Probleme / kein (großes) Problem.* (Evi). 4) *Sprachen machen Spaß* (Evi) or *Sprachen sind lustig.* (Philipp)

**Philipp:** Sport. American Football spiele ich jetzt auch selber seit knapp einem Jahr<sup>1</sup> und das ist schon lustig. Und auch Tanzen oder Fahrrad fahren, Inlineskating oder sowas.

**Maren:** Gesellschaft und Religion (GR), Kunst, Sport. Bei Mathe und Naturwissenschaften (NW) hält sich das so in Grenzen<sup>2</sup>. Aber sonst, im Sport spiele ich gerne Volleyball oder tanze auch sehr gerne. Allerdings<sup>3</sup> nicht hier auf der Schule.

**Alice:** Kunst. Kunst gefällt mir, weil man da viel Eigenes reinstecken<sup>4</sup> kann. Also, selbst überlegen<sup>5</sup> und selbst machen, und das finde ich am besten.

- 1 for about a year
- 2 das hält sich so in Grenzen – to be limited
- 3 but, however
- 4 viel Eigenes reinstecken – to put in a lot of yourself
- 5 think about, consider, ponder

**Anike:** Also, eigentlich lerne ich gar nicht gern. Aber die Sprachen finde ich ganz interessant. Ich lerne Englisch und Französisch. Im Unterricht mag ich die Sprachen nicht sehr gern, aber ich mag privat die Sprachen sprechen.

**Evi:** NW, Mathe, Deutsch und GR sind meine Lieblingsfächer. NW macht mir soweit keine Probleme, weil es sind logische Zusammenhänge<sup>6</sup>, und Mathe ist auch kein großes Problem. Und Deutsch und GR sind Sachen, wo man viel auf Allgemeinwissen zurückgreifen<sup>7</sup> muss. Es sind einfach Sachen, die Spaß machen.

**Stefan:** Mathe, NW, Biologie, Chemie und Physik, weil ich sie gut kann und gut verstehe.

- 6 logical connections
- 7 auf Allgemeinwissen zurückgreifen – to rely on general knowledge

Wer lernt gern Naturwissenschaften?

Wer macht gern Sport?

Wer geht wohl zur Uni?

Wer ist kreativ?

Wer findet Sprachen interessant?

Wer ist am meisten (most) wie du? Warum?

Wie sagt man das? Find examples in the answer above that show you how to express the following in German, and write the number of the item in the text above where you find the model.

1. I've been dancing for a year now.

2. I like English because I understand it well.

3. German is not a big problem.

4. Languages are fun.

Organization.

(Microsoft Word): Consider encouraging your sts to use Microsoft Word's proofing tools or another spell-checking tool such as Google Docs as they prepare their essays. While such tools are imperfect and rarely interactive, simply pointing out errors in the sts' writing may alert them to problems they can solve. Another tool is Google Translate for checking German – paste the essay into the translate window and see how it comes out in English. This can find spelling errors, though of course it is FAR from perfect. Many instructors instinctually shy away from any sanctioned use of translation software in their classes, but it's important to consider the benefits of such programs in addition to the negative possibilities of overusing/mindlessly using these applications. We must acknowledge that these are real-life products that people use in the real world, and we don't always serve sts best by forbidding them from using tools in the classroom that they will certainly utilize in real life. Sts can gain an appreciation for how complex language is by working with these tools, and it is a good idea to coach sts in their proper use instead of trying to forbid them outright.



## L. Die beste Lehrerin

Read the text below and write a description of Stephanie's (Erfurt, DE) teacher.

Die beste Lehrerin war Frau Treier. Das war meine Spanischlehrerin. Sie war immer sehr streng und trotzdem hat sie viel gelacht. Aber wir mussten auch immer unsere Hausaufgaben machen. Bei ihr war es nicht so wie bei anderen Lehrern. Sie waren netter und daher<sup>1</sup> haben wir auch mal gesagt: „Oh, können wir heute nicht mal quatschen?“ Und dann haben wir eine Quatschstunde gemacht. Frau Treier war sehr streng, aber trotzdem<sup>3</sup> war sie ganz fair und wir mussten viel lernen. Und privat hat sie uns oft in ihr Haus eingeladen und wir haben spanisches Essen gekocht und wir haben auch viel über spanische Kultur gelernt.

- 1 for this reason
- 2 to goof off
- 3 nevertheless



L. (HW): Assign as HW.

(Practice): Have sts work with a partner to write a description of the ideal teacher. Have a few groups report back to the class.

(Tip): In their descriptions, have them use modals – *sollen*, *wollen*, *müssen* – and vocab from this *Thema*. Keep a list on the board of useful phrases and vocab. Remind them that they should also keep a running list of vocab for this unit, and all units, in their class notes. They will need this for future reference.

M. (Warm-up): Consider using one or more of the following primes:

Prime 1 - Sts should describe their high school and show what they have learned about the German *Schule* experience.

Prime 2 - *Partnerarbeit*: sts write six sentences for German teenagers regarding what to expect if you come to an American high school.

Prime 3 - Model some comparisons.

## M. Meine High School erklärt

Write a 100 word essay about your high school, explaining the differences for a German from a *Gymnasium* who is spending a year at your high school as an exchange student. Be sure to highlight differences from a typical *Gymnasium*.



eine private / öffentliche Schule  
eine christliche / evangelische /  
katholische / jüdische / islamische  
Schule  
eine Mädchenschule / Jungenschule  
Ich wurde zu Hause unterrichtet.

in unserer Schule  
es gibt (kein / keine / keinen)  
die Noten

Die Schule ist klein / mittelgroß / groß mit  
800 Schülern und Schülerinnen.

Die Lehrer waren meistens...  
Die Schüler waren oft...  
Die Unterrichtsstunden waren  
manchmal...

Organization.

(Responding to student writing): Activity M above is a reflective essay. Consider having sts submit it in a more public forum (such as a blog or other shared writing space). This way, sts can learn from each other and a wider audience will have a sense for what has happened in your class in terms of cultural and transformative learning. It may be best in some cases, though, for these to be a more private exchange between student and instructor, so that is a decision that needs to be made for each class and assignment separately.

# 7.3 Uni

A. (HW): Motivate sts to complete ex A carefully as HW by promising a quick quiz the next day. Copy this same form or create your own and have sts fill in and answer qns with only a short amount of time. This is often not necessary, but at times sts like to know that their work counts (by being formally assessed).

B. (Warm-up): Have sts make an associogram on the board with all the different kinds of courses they are taking at the university. Take a vote to see who is taking which courses. Perhaps they will discover that a friend is taking the same course or has the same major.

C. (Warm-up): How many sts have a job? Have individual sts respond and describe their job to the class.

Culture: German universities  
Vocabulary: University vocabulary  
Grammar: Narrative vs. conversational past

## A. Welche Wissenschaft?

Categorize each *Studienfach* by checking whether it fits with *Naturwissenschaften*, *Sozialwissenschaften* or *Geisteswissenschaften*. You may have to make the judgment call yourself!

|                     | NW                       | SW                       | GW                       |
|---------------------|--------------------------|--------------------------|--------------------------|
| Germanistik         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Geologie            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Philosophie         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Geschichte          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Politikwissenschaft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jura                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Psychologie         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Biologie            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Physik              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Chemie              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Medizin             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Soziologie          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## B. An unserer Universität



Discuss with a partner what you think the three most popular *Studienfächer* are at your university or college.

An unserer Universität/unserem College ist Chemie ein beliebtes Studienfach.  
an zweiter Stelle... an dritter Stelle...

## C. Hiwi

Read Ulrich's (Heidelberg, DE) description of his position as a *Hiwi* and answer the questions that follow.

Zur Zeit bin ich bei der klassischen Philologie EDV Hiwi<sup>1</sup>. Ich bin für alles zuständig<sup>2</sup>, was mit Computern zu tun hat. Ein Hiwi ist eine „wissenschaftliche Hilfskraft“. Das sind Studenten, die an der Uni arbeiten, wo die Uni billige Arbeitskräfte<sup>3</sup> braucht, denn die Arbeit ist nicht besonders gut bezahlt. Aber zumindest lernt man jedenfalls ein bisschen dabei<sup>4</sup>.

- 1 computer assistant
- 2 responsible
- 3 workers
- 4 in the process

Was macht Ulrich?

Was ist das Positive an der Arbeit?

Was ist das Negative an der Arbeit?

*Underline all verbs that appear at the end of the clause (i.e., not in second, but in final position).*

Organization.

(Rewarding practice): What do your conscientious sts get for doing their homework carefully? A quick quiz like that suggested for ex A. allows the sts who did the task to feel like it paid off. Design your check to distinguish the slackers from those who really took time to complete their homework well. Keep these checks short. If they did the homework well, they should be able to complete the quiz quickly. That's part of the assessment.

(Quick comp. checks): Quick and dirty vocab checks have a place. Write down 10-15 German words or terms that sts should be focusing on. Distribute lists. St pairs have 2 minutes to fill in the English equivalents, noting any important (cultural) differences. Collect these as a skill-building activity, not a big assessment, or allow sts to keep these and continue modifying until the end of class. Collect them or allow sts to keep the lists and threaten with a similar vocab check the next day – that will definitely be collected.

The questions below use the formal *Sie*. Rewrite them using the *du* form. Then write your own personal response to the question.

|                                                         | Du-Frage | Antwort |
|---------------------------------------------------------|----------|---------|
| 1. Was ist dieses Semester Ihr Lieblingskurs?           |          |         |
| 2. Wie viele Kurse belegen Sie dieses Semester?         |          |         |
| 3. Was ist Ihr Hauptfach? Was sind Ihre Nebenfächer?    |          |         |
| 4. Wie viele Stunden am Tage lernen Sie für Ihre Kurse? |          |         |
| 5. Was machen Sie in den Sommerferien?                  |          |         |
| 6. Was für einen Job haben Sie momentan?                |          |         |

D. (Warm-up): Alert sts to the fact that these are *Sie*-forms and they need to rewrite them. It is an unaccustomed task, so they may not catch on right away.

E. (Practice): Consider having sts do this interview with 2-3 partners, and/or repeating it on different days. Sts need to hone the same responses repeatedly to gain fluency. Doing a task like this one time does not mean that sts can do it again successfully the next day!

(Ext.): Have sts work in pairs to come up with additional qns that one might ask at a university party. Each pair should come up with five qns. Then have a mixer in which sts ask other pairs these qns. Tell them to decide if they want to use either the *du* or *Sie* form for qns. They should also have at least two qns using *ihr*. These qns will, of course, be posed to another pair of sts.

## E. Interview

With a partner or in small groups, interview each other using the questions in 7.3D.



Remember:

*der Kurs* = university course

*die Klasse* = grade in K-12

*der Unterricht* = class

*die Uni* = university

*die Schule* = grade school,  
high school

*jobben* = to have temporary work



## Neue Doktoranden auf dem Weg zum Gänseleisel, Göttingen

### Organization.

(My favorite mistakes): Beginning learners make mistakes. Rather than pretending this is not so, consider celebrating mistakes as instances of risk taking. Have sts keep a list of their ten favorite mistakes that they make or made and present these at the end of the course. (These can be the most common, humorous, inventive, etc. mistakes. Define for sts what they should use as the criteria for inclusion in this list.) One nice aspect of this 'celebration' is that sts will probably not make those mistakes anymore!

(Speed date opportunity): Activity E could be a good opportunity for "speed dating," where sts have one minute to complete the oral task on a basic level and then switch to a new partner and repeat. This helps them rehearse automaticity and communicate their practiced materials with different people. When doing speed activities, omit reflective elements such as writing down the partner's response in activity E.

F. (Warm-up): While genitive case isn't the official focus until Unit 8, there are several forms here, so you may want to do a fast 'pre-introduction' that will heighten st awareness.

(Ext.): Send sts to an online *Vorlesungsverzeichnis* (even the one from Göttingen) to look up courses in their major or a field they are interested in and note down some of the differences they notice. This can be done as HW or in class with SMGRs of 2-3.

G. (Warm-up): Review days of the week in the form *montags*, *dienstags*, etc., by asking sts: *Welche Kurse haben Sie montags?* Then ask one specific question about time for one of the courses listed. Help sts figure out how to ask these questions in the *du*-form, then let them interview each other. It's best if they not read their answers, and they really should know their course schedule by now. Prime *von ... bis* for them in order to give the time frame properly.

#### F. Studiengang

Below are some courses offered at the Georg-August-Universität in Göttingen. Use them to answer the questions below.

|                                               |                                              |
|-----------------------------------------------|----------------------------------------------|
| Kunst und Kultur in Skandinavien              | Globalisierung seit dem 19. Jahrhundert      |
| Der Theaterbesuch: eine Schule des Sehens     | Fußball in Wirtschaft und Gesellschaft       |
| Die Kunst der Interpretation in der Musik     | Mikroökonomik I                              |
| Profile des orthodoxen Christentums           | Experimentalphysik II (Optik, Wärmelehre)    |
| Einführung in die römische Geschichte         | Allgemeine Mikrobiologie                     |
| Geschichte des modernen Terrorismus           | Klinische Psychologie und Psychotherapie     |
| Praktische Philosophie: Moral und gutes Leben | Biologische Psychologie: Neurowissenschaften |
| Makroökonomik I                               | Feministische Texte „muslimischer“ Frauen    |

Welche Kurse findest du interessant?

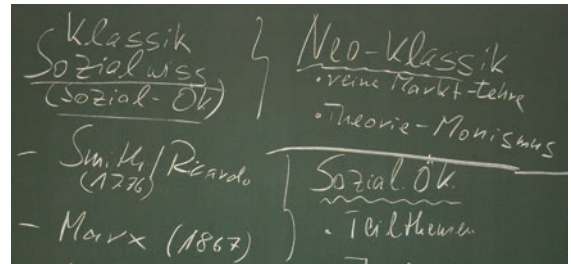
Welche zwei Kurse sind für dich uninteressant?

Welche Kurse braucht man für das VWL-Studium?

Welche Kurse sind gut für das Psychologiestudium?

#### G. Deine Kurse

List the courses you are taking this semester. Include days and times. Use German abbreviations (*Mo Di Mi Do Fr*) and time (e.g., 14.00-14.50).



Kurs

Tage

Zeit

#### Organization.

(Teaching others): One way for sts to solidify their learning is to teach it to others. Require that your sts teach a family member something that they have learned in German (even just basic greetings) and have the family members record themselves and post to Facebook, YouTube or elsewhere as proof that they can say what they were taught. This helps sts realize that they are indeed learning and connects their German studies to people important to them outside the classroom.



**H. Profs beschreiben**

Describe traits of good and bad professors using adjectives and phrases you have learned.

Ein schlechter Professor

Ein guter Professor



H. (Warm-up): Have sts make an associogram of good or bad professorial traits on the board.

(Practice): In pairs, have sts write complete sentences using these key words from the board. Have them report back to the class.

I. (HW): Assign ex I as HW. Go over the answers quickly in class the next day.

(Ext.): Class writing: Have sts spend 4-5 minutes in free writing about the topic *Ein guter Professor / Eine gute Professorin*. They should write everything they can in German. Then have them share what they wrote without reading it from their paper with a neighbor.

J. (Practice): Have sts complete ex in SMGR. Have them check their answers with another group.

(Ext.): Ask sts: *Was ist am wichtigsten bei einem guten Student?* Have sts make a list on the board. Sts can add these to their vocabulary notes for Unit 8.

**I. Susannes Meinung**

Susanne (Göttingen, DE) describes a good professor. Read her description and add one characteristic you think is important in the blank below. Then rank the five characteristics, 1 being the most important.

Viele Sprechstunden<sup>1</sup>, Präsenz<sup>2</sup>, vielleicht ein bisschen Begeisterung<sup>3</sup> für das, was man lehrt. Nicht zu viele Hausaufgaben.

- 1 office hours  
2 is around  
3 enthusiasm

 viele Sprechstunden

 Präsenz

 Begeisterung

 nicht zu viele Hausaufgaben

**J. Holgers Meinung**

Holger (Frankfurt am Main, DE) describes a good student. As before, read his description. Then add one characteristic in the blank below. Rank the five characteristics according to your opinion, with 1 being the most important.

Also, sicher gehört dazu Fleiß, Liebe zu dem, was man macht, auch das Interesse mit Anderen zu reden. Und ein richtig guter Student versucht, die größeren Zusammenhänge<sup>1</sup> zu sehen in dem, was er macht.

- 1 connections

 fleißig

 liebt das, was er macht

 ist daran interessiert, mit Anderen zu reden

 findet größere Zusammenhänge



Organization.

(Adjective endings): With *Auf geht's!* we don't try to teach the entire system of adjective endings at one time, expecting sts to memorize all the endings and then produce them on command. The adjective ending table at the back of the book presents the various possibilities, including the article (if any) and the adjective(s). We recommend taking time periodically to review the table and have sts attempt to analyze the forms in the texts they read (such as the interview excerpts above), finding where the endings come from, including column (case), accompanying articles (1-12), no article (13-16) etc. If they can become proficient or at least able to identify case when they read it, that will bring them close to being able to produce the forms themselves when writing and occasionally even when speaking.

## K. Amerikaner in Deutschland

Fanny works at a study center in Germany for Americans studying abroad for a semester or year. Below she discusses the differences she notices between American and German students. Read what she says and answer the questions that follow.

K. (FYI): a) This is a very interesting insight into life at a study-abroad center in Germany. Explain to your sts about the study abroad opportunities they have at your institution. One major goal of *Auf geht's!* is to motivate sts to continue studying German after this course and ultimately in Germany, Austria or Switzerland. Find connections for your sts from the text. Does this text describe them? As Fanny says, es kommt auf den Einzelfall an. Generalizations can't predict specific cases.

b) Fanny's use of English shows some cases of codeswitching, which is completely normal in multilingual contexts (this interview occurred at the study center). Educated Germans can switch to English words if there is no corresponding word in German (and sometimes even if there is one).

Es gibt große Unterschiede. Im Center sieht man öfter, dass einige Studenten noch nicht ihren Major oder Minor declared haben. Und das geht bei uns gar nicht. Also bevor ich überhaupt anfangen zu studieren, muss ich sagen, ok, ich will das und das studieren. Also dieses Liberal Arts, das haben wir nicht so. Ich finde das aber nicht schlecht. Es ist überhaupt schwierig mit achtzehn oder neunzehn zu sagen, ok, ich will jetzt das studieren und das damit später beruflich machen.

Noch ein großer Unterschied ist dieses Campusleben, was es bei uns nicht so gibt. Deutsche Studenten trennen dann eher zwischen Uni und Privatem, weil wir nicht an der Uni leben, sondern irgendwo in der Stadt. Wir verbringen nicht so viel Zeit in der Uni, denke ich. Ich habe das zum Beispiel gesehen bei Finals oder Midterms.

Die amerikanischen Studenten sind ganz oft hier im Center und lernen in der Bibliothek zusammen. Da sind deutsche Studenten eher so, dass sie entweder sich zu Hause treffen und das selber machen oder in Lerngruppen, aber eben nicht so viel in der Bibliothek.

Natürlich könnte man dann auch sagen: vielleicht sind deutsche Studenten etwas selbstständiger, weil sie selber mehr Entscheidungen treffen müssen, aber ich denke, das kommt auf den Einzelfall<sup>1</sup> an. Also wir haben immer eine sehr, sehr große Bandbreite<sup>2</sup> an Studenten hier im Center. Einige sehen wir kaum, weil sie eben zu viel an der Humboldt-Uni studieren, und sehr, sehr selbstständig sind, und einige verbringen ganz viel Zeit hier im Center.

<sup>1</sup> individual case  
<sup>2</sup> spectrum

Mark the following statements as true or false based on the interview with Fanny.

richtig falsch

- |                          |                          |                                                                                  |
|--------------------------|--------------------------|----------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Man kann in Deutschland <i>Liberal Arts</i> studieren.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | Fanny findet das amerikanische System mit „ <i>declaring majors</i> “ nicht gut. |
| <input type="checkbox"/> | <input type="checkbox"/> | Deutsche Studenten verbringen viel Zeit an der Uni.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | Amerikaner lernen lieber zusammen als Deutsche.                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Deutsche Studenten tendieren dazu, etwas selbstständiger zu sein.                |
| <input type="checkbox"/> | <input type="checkbox"/> | Amerikanische Studenten tendieren dazu, alle gleich unselbstständig zu sein.     |

Why do you think Fanny said 'declared' instead of using a German word?

Briefly summarize in German each of the three differences Fanny describes.

Underline all verbs that appear in final position (i.e., in clauses with *weil*, *dass*, etc.).

Circle all prepositions that are followed by the dative case in the text above.

### Organization.

(Glossing): Some texts, such as K above, are not heavily glossed. Often these are texts that use cognates, from which sts can parse meaning through context, or they have English questions that rephrase or restate elements in the text and thus serve as a sort of glossing in and of themselves. But if sts do not have sufficient vocabulary knowledge, even with the scaffolding provided through other means, encourage them to use their smartphones or dictionaries strategically, not looking up every word but seeking strategic words that they think will enhance their comprehension. There is no glossary at the back of *Auf geht's!* because we want to encourage sts to rely on their vocabulary learning from the interactive software and otherwise to use real tools (such as Google Translate) so that it becomes a habit and they rely on these real-world tools outside of class. It is yet another way for sts to connect what they are doing in their German course with the world outside the classroom.

**L. Studierst du immer noch?!**

Take a look at the cartoon and try to figure out what it is all about. Mark all answers that you think might be correct in the context of this cartoon.



1. Was glaubst du: Welche Stereotype gibt es über Jurastudentinnen?

- ☐ Jurastudentinnen denken, dass sie besser sind als andere Studenten.
- ☐ Jurastudentinnen nehmen ihr Studium sehr ernst und sind schnell fertig.
- ☐ Jurastudentinnen tragen immer kurze Röcke.

2. Was glaubst du: Welche Stereotype gibt es über SoWi-Studenten (SoWi = Sozialwissenschaften)?

- ☐ SoWi-Studenten sind mit dem Studium ganz schnell fertig.
- ☐ SoWi-Studenten haben kein Geld.
- ☐ SoWi-Studenten studieren für eine lange Zeit und werden nie fertig.

**L. (Warm-up):** Make a list ahead of time of different majors. Have sts describe the stereotypical sts who take those subjects with 2 or 3 key words. Remind them that they are stereotyping here! Even better, to avoid insults, have sts describe sts in their own majors or even themselves as that kind of st. Tell them to be kind.

**M. (Warm-up):** Quickly go over key vocab and verbs to describe the good professor, student and university. Make this three sociograms. Have sts come to the front of the class and write one word/phrase for each sociogram.

**M. Meine Einstellung zur Uni**

As Holger said in 7.3J, hard work and love for what you are doing are part of what makes studying a success. But what do you think? Looking back at the criteria for good and bad professors and good and bad students, write an essay about what makes studying a success. Take a look at the model sentences to get you started and feel free to use as many of the phrases listed as you like.

Die Kurse an meiner Universität sind sehr schwierig.  
Alle Studenten müssen fleißig sein und hart arbeiten.  
Viele Studenten haben auch einen Job und verdienen Geld. Die Professoren sind fast alle gut und hilfsbereit.  
Es gibt auch ein paar schlechte Professoren.



jeden Tag viele Stunden lernen  
auch im Sommer lernen  
viele Kurse belegen  
mit dem Professor in den  
Sprechstunden reden  
Begeisterung zeigen  
ein interessantes Studienfach  
wählen  
als Hiwi arbeiten  
fleißig sein  
hart arbeiten  
Spaß haben  
sich mit Freunden treffen  
das Leben genießen

**(Writing):** Have sts begin drafting their HW in class. Plan 15 minutes for this ex. First, have sts begin planning. Stop them after 5 minutes and ask what kinds of brainstorming, if any, sts are using. Write these on the board to give other sts ideas. This should also take about 5 minutes. Then, let them spend another five minutes practicing one of the brainstorming activities suggested by their fellow sts. Encourage them to try out different kinds of brainstorming when writing. They can use this skill for all kinds of writing.

Organization.

**(Vocabulary harvesting):** Make a list of terms/words sts will want to use to describe their American university experience. Have sts harvest words and phrases from this text. Keep this on their running vocabulary notes for this unit. Often a German word like *Blockprüfung* does not have an English equivalent. Likewise, talking about final exams needs some explanation in order to be clear to a native German listener. Sts are in training to communicate interculturally. Therefore, as you're designing writing tasks, clearly state who the target audience for their essays is. That information should make a difference in how they say what they say!

**(Preparing):** Before assigning essays, consider whether your sts would profit from time in class to help them preorganize their writing. Help model textmining for them (looking for useful phrases in texts they have already read) and help them to create a basic structure for their writing. Five minutes spent in class on this before they begin with the assignment can lead to much better writing!



# 7.4 Beruf

Culture: Work and *Ausbildung*  
Vocabulary: Professions  
Grammar: Imperative

A. (Tip): Review 2-way prepositions with dative. Sts need a great deal of practice with prepositions just like with verb conjugation.

(Practice): In class, have partners work together. Alternate making sentences using the sentence builders here. No need to read verbatim the HW sentences. How many correct sentences can they say in 2 minutes?

B. (Warm-up): Introduce and practice with sts the use of *werden* with professions, unlike English, which uses the verb *to be*. Naturally it's often hard for sts to answer this question, so they can make stuff up if that is more fun. If they aren't thinking too much of their professional futures, simply brainstorm a number of interesting professions, writing them on the board. Then have sts work with a partner and pick 2-4 professions, saying why they want to become that, with a reason introduced with *weil*. They can make it as funny or ironic as they like.

## A. Berufe

Write four sentences describing what you, your relatives or friends do for work. Naturally there will be many professions or jobs for which you don't know the exact German word. Describe it with your vocabulary as best you can – working around what you don't know is an important skill when learning a foreign language.

|       |                                        |          |                                                                                            |
|-------|----------------------------------------|----------|--------------------------------------------------------------------------------------------|
| Mein  | Vater<br>Bruder<br>Großvater<br>Freund | arbeitet | in einem Büro.<br>in einem Laden.<br>an einer Schule.<br>an einer Uni.<br>in einer Fabrik. |
| Meine | Mutter<br>Schwester<br>Freundin        | ist      | Lehrer(in).<br>Arzt/Ärztin.<br>Bauarbeiter(in).                                            |
| Ich   |                                        | arbeite  | bei Target.                                                                                |

You can say: *Mein Vater ist Anwalt*. In this case there is no „*ein/eine*“ word before „*Anwalt*“.

*Meine Mutter ist Anwältin*.

You can add: *Vollzeit* – “full time”  
*Teilzeit* – “part time”.

*Er arbeitet Teilzeit bei Arby's*.

You might add how many hours someone works:

*Ich arbeite 17 bis 20 Stunden pro Woche bei Starbucks*.

You might add how much you earn:

*Ich verdiene 9 Dollar pro Stunde*.

## B. Mein Traumberuf



We all have a dream job lined up in our minds. Think of a career you would love to have. Jot down a few key words about that career in the box. Then share your ideas with a partner.

Was ist dein Traumberuf?

Ich möchte Astronaut werden, weil ich ein Schwarzes Loch sehen möchte. Und du? Was ist dein Traumberuf?

Mein Traumberuf ist ... zu werden.



## Organization.

(Name recognition): While most sts seem to believe that there is little value in memorized knowledge, learning the key historical figures and events in Germany/Europe will greatly enhance the image your sts project when they meet and interact with native German speakers. Consider ways to test/reinforce their power of name recognition in class through games, activities, etc. Basic knowledge of these facts shows respect for other cultures, something we need our sts to excel at.

(Reviewing texts): While it is perhaps counter cultural, reviewing texts from earlier sections of *Auf geht's!* can be a powerful way to reinforce learning, review key grammatical concepts and develop a sense of accomplishment in sts. It is also a key skill (or approach) to learn how to mine texts that they have read for chunks of language to use and modify in sts' own production. Consider building in periodic and perhaps even frequent "blasts from the past" to review/remember past texts and look at them in light of new cultural, vocabulary and grammatical knowledge.



**C. Info-Austausch**

Interview three students in class asking the questions below. You will need to report on your partners later.



Name

1. Welche Berufe findest du interessant?

2. Was für einen Job hast du zur Zeit?

3. Willst du im Sommer jobben?

4. Was möchtest du von Beruf werden?

**C. (Tip): Grammar note**  
- Introduce sts to the idea that if they are talking to the whole SMGR, they should use *ihr*-forms. Model these with a few of the qns. Only your best sts will be able to do this, because the added burden of sociolinguistics is tough for beginning sts, but some may be ready for it.

**D. (Warm-up):** Have sts guess which four languages are spoken in Switzerland. Then, have them guess where on a map these four languages are spoken.

**D. Welche Sprachen im Beruf?**

Switzerland, with four languages within its own borders and English as the unofficial language of business, demands a certain linguistic flexibility. Herr Ringele (Staufen, CH) was asked: *Welche Sprachen benutzen Sie in Ihrem Beruf?* Read his response below.



Bahnhofstrasse, Zürich, CH

Ich arbeite für einen Global Player und da ist natürlich Englisch ein Thema. Aber grundsätzlich<sup>1</sup> sprechen wir die Sprache, die der Nachbar spricht. Also, es kann Dialekt<sup>2</sup> sein, es kann Französisch sein, wie man sich am besten versteht, um das Geschäft ordentlich zu machen. Und im schriftlichen Verkehr<sup>3</sup> ist es natürlich auch wieder Hochdeutsch oder eben heute meist Englisch.

<sup>1</sup> basically

<sup>2</sup> (Swiss German) dialect

<sup>3</sup> written correspondence

When does Herr Ringele use:

Swiss dialect  
High German  
English  
French

What situation have you encountered that requires the same sort of linguistic flexibility that Herr Ringele describes?

**(Tip):** This text is often difficult for sts because it is fairly compact and addresses a topic many sts are unfamiliar with. Spend some time discussing language, dialect and bilingualism. Do any of your sts have a bilingual or multilingual background? Help communicate to sts the state of affairs in Europe, where it is mostly about communication and everyone is expected to contribute linguistic expertise. Monolinguals are often more embarrassed than proud!

Organization.

**(Fun?):** Have you been wondering when you'd get a break from all the pedagogy comments? Here's a fun quote:

"Americans who travel abroad for the first time are often shocked to discover that, despite all the progress that has been made in the last 30 years, many foreign people still speak in foreign languages." - Dave Barry.

## E. Meine Jobs

Laura, a student living in Berlin, DE, has worked a lot of different jobs. Read her summary below and answer the questions that follow.

E. (Warm-up): Talk w/ sts about the various jobs they have had. Perhaps some are quite interesting. This will be a good intro to the reading, since Laura has had a variety of jobs.

(Ext.): Have sts summarize on the board the various jobs Laura has had, and have sts contribute potential positives and negatives for each job.

(Answers): 1) falsch ...nicht sehr gut verdient 2) falsch - Sie arbeitet momentan am Study Center. 3) falsch - Sie fand... voll interessant. Sie möchte einen Film daraus machen. 4) richtig 5) richtig 6) richtig 7) falsch - Sie möchte als Museumguide arbeiten. 8) falsch - nicht in einem Restaurant (aber schon in einer Eisdiele).

Ich hatte schon ganz viele verschiedene Jobs. Da habe ich drei Sommer lang immer auf dem deutsch-amerikanischen Volksfest in Berlin gearbeitet. Das war an der Kasse oder in der Bingohalle. Da habe ich 5 Euro die Stunde verdient. Ich habe da immer drei Wochen im Sommer verbracht und ich will jetzt eigentlich so einen Film draus machen. Also ich will da noch mal arbeiten und dann das so filmen, das Geschehen<sup>1</sup>. Das ist eine kleine Welt in der Welt, wo sich ein ganz eigenes Leben abspielt<sup>2</sup>. Die Leute da haben einfach ganz andere Sorgen<sup>3</sup>, ganz andere Gesprächsthemen. Das fand ich eigentlich voll interessant.

- 1 what happens  
2 takes place  
3 worries

Einmal habe ich geschauspielert<sup>4</sup> für einen Kinderfilm, wo ich voll viel verdient habe, und morgens vom Auto abgeholt wurde, und so das beste Catering gehabt. Dann habe ich ja auch wieder in der Eisdiele<sup>5</sup> gearbeitet für 5 Euro die Stunde. Gebabysittet. Jetzt arbeite ich hier am Study Center und bald hoffentlich als Museumsguide. Ich habe schon so kleine komische Sachen irgendwie gemacht. Kellnern für eine Veranstaltung<sup>6</sup> oder Sachen kopieren, irgendwie so.

- 4 acted  
5 ice cream shop  
6 event

Mark each statement below as true or false. Then, if it was false, rewrite it to make it true. Finally, write the number of each statement next to where it appears in the interview text above.

richtig falsch

☐
☐

1. Laura hat auf dem Volksfest gut verdient.

☐
☐

2. Sie arbeitet momentan nicht.

☐
☐

3. Sie fand die Arbeit auf dem Volksfest langweilig.

☐
☐

4. Sie hat beim Kinderfilm gut verdient.

☐
☐

5. Sie möchte selber einen Film machen.

☐
☐

6. Sie hat auf Kinder aufgepasst (*watched*).

☐
☐

7. Sie hat als Museumsguide gearbeitet.

☐
☐

8. Sie hat in einem Restaurant gearbeitet.

Verben. Underline three verbs in the present tense in the interview above. Double-underline three verbs in the conversational past (including the form of haben/sein). Circle three verbs in the narrative past.

### Organization.

(Association games): Games on associations can be a good way to spend a few minutes every now and then. One way to review is to prepare a list of topics for Password. Have sts play in teams of 3-4 against each other in various parts of the classroom. Each team has one student who has the key term and gives one single-word hint for their team to guess from. If their team doesn't guess the term, the other team gets a chance. Play alternates (with both teams listening to each other) until one teams guesses correctly or a set number of guesses expires (which you determine to keep them from getting stuck). Award each team one point for successfully guessing the "password" first.

**F. Welcher Beruf?**

Indicate the profession you feel best answers each question. Use any particular profession only once.  
Time to review your vocabulary!

Welcher Beruf...

hat einen hohen Gehalt?

bietet mehr Flexibilität?

hat einen niedrigen Lohn?

braucht eine lange  
Ausbildung?

ist sehr schwer?

ist sehr gefährlich?

ist sehr langweilig?

ist sehr spannend?

**G. Mein idealer Beruf**

Mark the top two things you want in your ideal job with a (+) and the two that are least important with at (-).



- ☐ ein gutes Arbeitsklima
- ☐ ein gutes Einkommen
- ☐ anderen Menschen helfen
- ☐ flexible Arbeitszeiten
- ☐ kreativ arbeiten
- ☐ im Team arbeiten
- ☐ viel Verantwortung<sup>1</sup> haben
- ☐ eine sichere Arbeitsstelle<sup>2</sup> haben
- ☐ im Freien<sup>3</sup> arbeiten
- ☐ ständig neue Herausforderungen<sup>4</sup>

- 1 responsibility  
2 secure position  
3 outdoors  
4 challenges

**H. Beruf und Persönlichkeit**

Write two adjectives to describe personality traits that the following people should have for the jobs listed and one trait that is not so advantageous.

|         |            |              |                |                   |                |
|---------|------------|--------------|----------------|-------------------|----------------|
| kreativ | flexibel   | hilfsbereit  | konsequent     | ordentlich        | rücksichtsvoll |
| ehrlich | freundlich | humorvoll    | aufgeschlossen | perfektionistisch | sportlich      |
| fleißig | hartnäckig | idealistisch | optimistisch   | respektvoll       | zuverlässig    |

soll ... sein

darf nicht ... sein

ChefIn

PolitikerIn

Anwalt/Anwältin

NaturwissenschaftlerIn

PsychologIn

Organization.

(Prioritizing grammar): *“ein gutes Arbeitsklima”* – First, don’t let sts get hung up on adjective endings. Sts can understand and be understood even if they haven’t mastered adjective endings, which doesn’t usually happen until they reach the advanced level. We are prioritizing and ordering their grammar learning based on good research. However, you can encourage some inductive thinking. Remind sts of *“ein guter Professor”* from the last Thema. Ask if they think *Arbeitsklima* is masculine, feminine or neuter and why. You could show feminine nominative situations just for the overview effect, but tell them that the whole case and adjective endings system is an advanced grammar topic. They can adopt phrases from models but aren’t expected to master all endings. Reflect this in your grading.

G. (Ext.): In class have SMGRs discuss. Have sts decide which tasks are *am wichtigsten* and *am unwichtigsten*. State why using *denn*. Write German negotiation phrases on the board for sts to use during this task. Each group writes summary statements, e.g., *Unsere Gruppe meint: kreativ arbeiten ist am wichtigsten. Wir glauben, mit Kindern arbeiten und mit Technik arbeiten sind am unwichtigsten.* (Write a model on the board.) Have sts report back. Tally the class results and use this to support a class discussion.

## I. Ausbildung zum Arzt

Read the text about Peter's (Innsbruck, AT) training to become an M.D. Mark the correct answers below.

L. (Warm-up): a) Introduce sts to the names of different types of jobs. You can show these on flashcards. Use choral repetition to go over the pronunciations.

b) Then, show the names again on an overhead and ask what one must do in the US or Canada in terms of education and professionally to get a certain job, e.g., *Arzt*, *Professor*, *Polizist*. For example, does one need a BA, MA, and/or Ph.D, a certificate or a certain kind of technical training? Supply sts with some key vocab at the bottom of the overhead. Make sure to go over the job of *Arzt*.

c) You could also ask them what they want to be when they graduate and what they need to do to achieve that goal.



Ich habe vor einem halben Jahr meine Ausbildung abgeschlossen. Das heißt, dass ich nach meinem Studium drei Jahre an einem Krankenhaus gearbeitet habe in der Nähe von Innsbruck. Dort habe ich meine Turnuszeit absolviert, ich glaube, im Englischen sagt man *internship*. Ich habe alle klinischen Fächer absolviert in diesen drei Jahren und das Praktikum damit abgeschlossen. Jetzt habe ich damit die Möglichkeit<sup>1</sup> als praktischer Arzt zu arbeiten. Derzeit<sup>2</sup> arbeite ich auf einer Rehabilitationsstation für neurologische Akuterkrankungen.

<sup>1</sup> possibility; opportunity  
<sup>2</sup> currently

1. Peter
  - ☐ hat überhaupt nicht studiert.
  - ☐ erzählt uns, dass er drei Jahre lang studiert hat.
  - ☐ hat auf alle Fälle studiert, aber wir wissen nicht, wie lange.
2. Peter
  - ☐ ist mit seiner Ausbildung noch nicht fertig.
  - ☐ hat seine Ausbildung vor Kurzem abgeschlossen.
  - ☐ hatte seine Ausbildung schon vor drei Jahren abgeschlossen.
3. Praktischer Arzt zu werden
  - ☐ ist nun eine Option für Peter.
  - ☐ ist Peters einzige Möglichkeit.
  - ☐ ist keine Option für Peter.
4. Was denkst du? Ein praktischer Arzt ist jemand,
  - ☐ der praktisch, aber nicht theoretisch denkt.
  - ☐ der noch keine spezielle ärztliche Ausbildung abgeschlossen hat.
  - ☐ der eine eigene Praxis (*private practice*) hat.

Now reread the text and answer the following questions in complete sentences.

5. In welchem Land in Europa hat Peter in einem Krankenhaus gearbeitet?
6. Wie übersetzt Peter das Wort „Turnuszeit“?
7. Wo arbeitet Peter im Moment?

Organization.

(Building up your IC resource center): Collect examples of *Lebenslauf* or résumés, both American and German. Keep them filed so that you can create comparative tasks with them and use them as examples. Do this for other topics as you work with them, e.g., school schedules and restaurant menus. The internet can be a great resource too. Look at websites for universities, *Mensas*, schools, *Vereine*. As you find good ones, keep an organized list of addresses. Protect yourself from flaky websites by saving static webpages or screenshots for projection or even usable printouts for copying.



## J. Gemeinnützige Arbeit



Of course, we all like to get paid for our hard work, but as a society we sometimes also have to depend on the kindness of strangers. Interview your classmates about what type of community service (*gemeinnützige Arbeit*) they could imagine doing. Here is a list of ideas, but feel free to include your own:



Berlin

Ich möchte im Schultheater helfen. Ich finde Theater toll!

Ich möchte im Altersheim arbeiten. Meine Großmutter wohnt auch in einem Altersheim.

im Schultheater helfen  
in einem Altersheim arbeiten  
im Sportverein Kinder beaufsichtigen<sup>1</sup>  
in einer Einrichtung<sup>2</sup> für Menschen mit Behinderungen<sup>3</sup>  
aushelfen  
für ältere Menschen die Straße kehren<sup>4</sup>  
im Stadtmuseum Führungen geben  
Ausländern Englischunterricht geben

- 1 to watch over
- 2 home; institution
- 3 disabilities
- 4 sweep

Welche gemeinnützige Arbeit möchtest du machen und warum?

J. (Warm-up): Write the phrase *gemeinnützige Arbeit* on the board. Ask sts if they have ever volunteered and what kinds of jobs they did. Or, if they have not volunteered, have them name places where one may do so. Write these places on the board. If they say the word in English, translate into German for them. However, if you think they can guess the German equivalent, let them try to guess first.

(Practice): Have sts interview two partners. They should interview each one approximately 2 minutes. Then, give everyone 5 minutes to write a few sentences about each person. Have sts report back on their interviews to the class.

(Tip): This would be a good time to ask sts if they are involved in any community service groups and if they would like to advertise any community service events in which other sts could participate.

## K. Meine Jobs



On a separate piece of paper, write an essay of approximately 75 words describing the various jobs you've had. This can also be volunteer work or simply work around the home.

Seit meinem zwölften Lebensjahr mähe ich jeden Sommer den Rasen bei uns und bei den Nachbarn, den Millers. Außerdem bin ich seit 2013 verantwortlich für unsere Garage-Sales.

Von Juli 2014 bis Januar 2015 hatte ich einen Teilzeitjob als Kindermädchen.

Von Mai bis Juni 2015 hatte ich eine ehrenamtliche Stelle als Organisatorin für Habitat for Humanity.

Letzten September habe ich Flugblätter bei einer Werbeaktion für ein neues chinesisches Restaurant verteilt.

Im August habe ich an einer Tankstelle gejobbt.

K. (Warm-up): Have sts write a mini-résumé as a warm-up to writing the essay. You could have several sts present their résumé to the class. They should describe it in complete sentences. Whose had the coolest job?

Organization.

(Self-expression): The narratives your sts produce for activity K above may be good to distribute. Consider having sts read them (or narrate them without reading directly from paper) in class, or have them post their essay to your CMS (course/content management system) for others to read and comment on. Since they are highly specific to each different person (i.e., not often repetitive between people), they are usually quite interesting to read. Sts will also be motivated to write well if they know their audience is their class (or a larger community) and not just the instructor.

(Planning for Unit 8): Unit 8 handles European countries, the EU, Austria and Switzerland. If you have a trove of related songs, stories and texts, plan now how to fit them in. Unit 8 is another great chance for projects or reports. Sts can report on a famous Austrian or Swiss person. Have sts give a 1-minute report on a European country. Bring in music. Host a viewing of a Mozart opera. There's something for everyone and every learner type.

# 8.1 Nachbarländer

Culture: Neighbors to Germany  
Vocabulary: European countries  
Grammar: Superlatives

A. (FYI): Sts should do this ex after they have completed the corresponding work in the IA.

(Ext.): a) Find and project a colorized map of Germany and its neighbors. *Welche Farbe hat Frankreich? Welche Länder sind orange?*

b) Copy this map and give to partners. Without looking in the LB, have sts guess how many countries they can fill in. Swap with another pair, open the LB and correct. Who got the most correct? You could also do this as a pop quiz the next day.

B. (Tip): a) Combine A & B for a *Partnerarbeit*.

b) Prime the verb phrase "grenzen an + acc". *An welche Länder grenzen die USA? An welche Bundesstaaten grenzt Michigan?* Remind sts that *die USA* is plural.

## A. Deutschlands Nachbarn

Fill in the names of Germany's neighboring countries. Pay attention to the spelling!

die Niederlande  
Tschechien  
Luxemburg

Belgien  
Österreich  
Polen

Dänemark  
die Schweiz  
Frankreich



## B. Grenzt...?



Find a partner and quiz each other. One student has the *Lernbuch* open and asks either:

*Grenzt X an Y? or An welche Länder grenzt X?*

The other partner has to answer without looking at a map. The first question is much easier as the answer is either *ja* or *nein*. The second question requires that the student list all countries that border on the country in question.

Grenzt Frankreich an Spanien?  
Ja.

An welche Länder grenzt Spanien?  
Spanien grenzt an Frankreich,  
Andorra und Portugal.

You can also say „an die Nordsee“ or „an die Ostsee“.

Organization.

(*Landkarten*): The LB front and back cover offer maps, including one of Europe. Purple represents the EU members. Some may prefer to teach the more commonly used *Großbritannien* as the equivalent of Great Britain, even though that is not the country's official name. Use the map often. Most Americans can benefit from a better knowledge of European geography, especially of anything east of Germany. For perspective, refer also to the world map. (Americans need that too!) Maps for Austria and Switzerland are also present. (See back inside cover).

**C. Klischeebilder**

Pick three countries on the map in 8.1A (labeled or not). Write the German name of the country, two German words you associate with the country and one cultural “artifact” such as a food, a place, a building, a piece of music or art, a famous person, etc. that represents that country for you.

**C. (Warm-up):** Work through this activity with one country as a class. Then have sts share some of their answers with the class. Remember to remind your sts that *Klischeebilder* can be interesting ways to learn cultural information and attitudes, but they are still generalizations and do not have predictive power.

**C. (Tip):** Have sts pair off and share their answers in detail with a neighbor. Have them do it with a second partner, but without looking at what they wrote the second time.

**E. (FYI):** Your sts may know little to nothing about the German/French relationship. You may want to conduct this as a class ex. If you have a few sts who know a lot about history, let them talk (even in English). Otherwise, be prepared to give a short introduction to the subject.

**D. Austausch**

With a partner, describe in German what you wrote/drew/associated with the countries in 8.1C. Try for a few sentences for each item, and feel free to ask each other questions!



Hall in Tirol, AT

**E. Deutsch-französische Beziehungen**

Before reading a hefty text on German-French relations (next page), write 3-4 things you already know or would guess about the historical relationship between France and Germany, two of the biggest “movers and shakers” in Europe.

Organization.

(Exam preparation): Keep an eye on the oral activities (such as activity D above) and other similar or modified activities to help sts practice language and prepare for a unit test at the same time. It is recommended that unit exams contain a healthy section on culture, so reviewing cultural knowledge and associations in class underscores this, and sts feel that the time was better spent when this learning is directly tested.

F. (Warm-up): a) This text may look intimidating; thus, a warm-up is needed. Day before: Prime by tackling paragraph one together. See strategy below. Review other reading strategies.

(HW): Sts should have completed ex F as HW. Let them know they are going to have to read aloud in class the next day.

(Re-reading): Before sts read the text aloud in class, write the key names, words and dates on the board. Or have sts write those words on the board. Define other key vocab words as needed. This is a good time to listen and work on sts' pronunciation again.

(Tip): Consider using one of these texts to test sts individually on pronunciation. Have sts recite a paragraph or part of one before the class and give them a grade. Or, if you have a shy st, let them do this in your office hours. Alternately, you could have sts do this in a group and give them a group grade.

### F. Deutschland und Frankreich

Now read the following text and write short English summaries of each paragraph in the boxes provided. Mark any parts of the text that are unclear for class discussion.

Der fränkische König Karl der Große<sup>1</sup> gründet im Jahre 800 das Heilige Römische Reich auf den Territorien des modernen Frankreichs und des westlichen Gebietes Deutschlands. Das ist der Anfang der deutsch-französischen Beziehungen. Nach dem Tod von Karl dem Großen etablieren sich Frankreich und Deutschland dann unabhängig<sup>2</sup> von einander.

- 1 Charlemagne  
2 *independently*

Aber diese Trennung ist nicht immer friedlich und es gibt viele Kriege. Einer der blutigsten Kriege ist der religiöse und politische Dreißigjährige Krieg (1618-48). Es kämpfen viele Nationen in diesem Krieg: Deutschland, Dänemark, Schweden, Österreich, die Niederlande, Spanien und natürlich Frankreich. Für das Heilige Römische Reich Deutscher Nation ist dieser Krieg die größte Katastrophe in seiner Geschichte. Fast ein Drittel der deutschen Bevölkerung stirbt in diesem brutalen Krieg und das Reich teilt sich in fast 300 kleine Fürstentümer<sup>3</sup>. Später folgen weitere blutige Kriege:

- 1792-1814: Koalitionskriege gegen Napoleon  
1870-1871: Deutsch-Französischer Krieg  
1914-1918: Erster Weltkrieg  
1939-1945: Zweiter Weltkrieg

- 3 *small kingdoms*

Nach dem 2. Weltkrieg besetzen<sup>4</sup> die alliierten Mächte (die USA, Großbritannien, Frankreich und die Sowjetunion) Deutschland. Mit dem Beginn der Europäischen Union (EU) verbessern sich die deutsch-französischen Beziehungen. Die beiden Länder arbeiten jetzt wirtschaftlich<sup>5</sup> und auch politisch oft zusammen und beide Länder spielen eine sehr wichtige Rolle in der EU. Ihre Minister treffen sich regelmäßig und diskutieren verschiedene Fragen der Innen- und Außenpolitik<sup>6</sup>. Nach vielen Jahrhunderten der Feindschaft<sup>7</sup> dominieren jetzt Freundschaft und Solidarität die deutsch-französischen Beziehungen.

- 4 *to occupy*  
5 *economically*  
6 domestic and foreign affairs  
7 *animosity*



Luxemburg

### Organization.

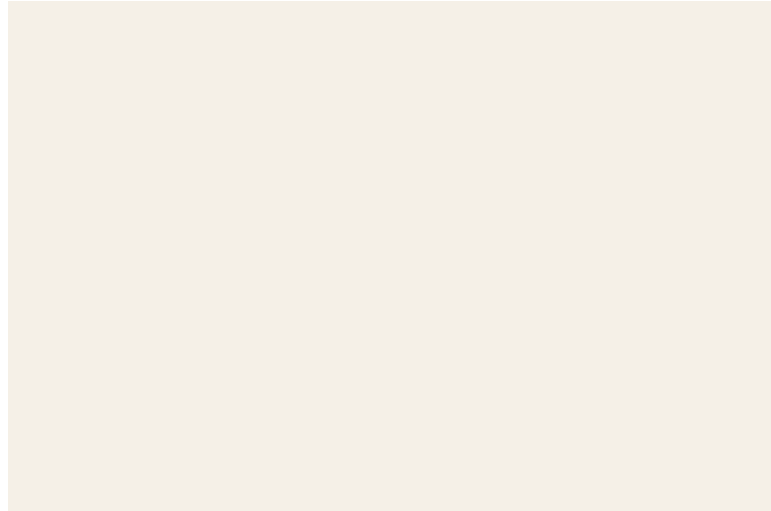
(Reading strategies): Prime and build reading confidence. Have sts work in pairs. 1) Together highlight in one paragraph all the known words they can easily guess (names, places, cognates) and glossed words. 2) Sts read the paragraph aloud in pairs, then write the main point(s). 3) Of the unmarked words, which are absolutely necessary to get the main point? 4) In plenum, make a list of these words on the board and discuss together.



**G. Warum ist das wichtig?**

Summarize in English the importance of these keywords in the relationship between Germany and France. You may utilize reference materials/internet to make sure your summaries are correct.

1. Karl der Große
2. der Dreißig-jährige Krieg
3. die Koalitionskriege
4. die alliierten Mächte
5. die EU



G. (HW): Have sts complete this ex as HW.

(Practice): Have sts report back with the answers from the HW as a check. You could make this an overhead and write the answers on it as sts answer the qns.

H. (Practice): Explain that ex H is the next step in harvesting language from texts. Sts must find the similar phrase in the text and then adapt that phrase. Have sts check this with a partner.

(Ext.): Ask sts: How are American-Mexican relations? Have they gotten better? Have they gotten worse? Of course, if this is a particularly touchy subject at your school, you could consider talking about the Canadian-US relationship.

(Possible answers): 1. *Die deutsch-amerikanischen Beziehungen sind viel besser geworden* (paragraph 3). 2. *Mein Bruder ist seinen (eigenen) Weg gegangen* (paragraph 1 - takes a couple steps of adaptation). 3. *Wir arbeiten eng zusammen* (paragraph 3). 4. *Deutschland und die USA sind jetzt verbündet* (paragraph 3).

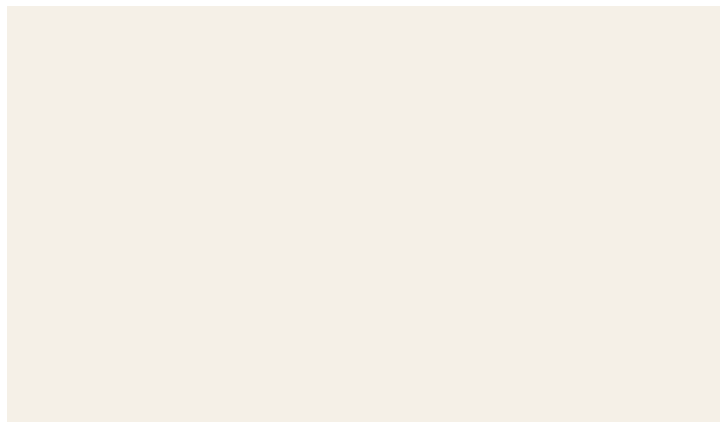
**H. Wie sagt man das?**

Now look through the text again and use the technique of 'creative copying' to find out how one would say the following in German. Mark in the text where you find the needed information. Remember to make any grammatical changes you might need, such as different subjects and verb endings.



Jardin du Luxembourg, Paris, Frankreich

1. *German-American relations have gotten better.*
2. *My brother has gone his own way.*
3. *We work together closely.*
4. *Germany and the US are now allied.*



Organization.

(Vocabulary reinforcement): Be sure to encourage your sts to work at recycling and reusing the vocabulary they have learned rather than getting lots of new words from a dictionary/translator. An important part of learning vocabulary actively is to use and reuse it often (over 50 times!). While translating from English to German can fulfill immediate communicative needs, it does not fill long-term language-learning needs. Consider limiting sts as to how many new words they can introduce so that they are forced (or encouraged) to recycle and rephrase what they already know or are responsible for. Working with limited linguistic means and paraphrasing are key language learning skills to practice. Sts usually are unaware that they are doing these activities to learn (rather than simply to do what the instructor tells them to do), so talking this through with them and artificially limiting their access to dictionaries for these specific tasks may be good language-teaching tactics. There is a fine balance between disallowing translators and accepting them as a real-world tool – translators are better for checking completed work than fashioning it from scratch.

I. (Warm-up): Project a map of Europe without country names and review them. Then write these two sentences on the board and practice them extensively with sts. You will want them to be automatic with these. Once they can respond chorally without hesitation, have them work with a partner.

(Tip): You may want to project a map of Europe to prompt them with ideas.

J. (HW): With Google maps and Wikipedia available, this should not be a problem.

(Tip): The British Isles aren't German speaking, but their relationship with Germany is an important one. This is a bit of *Allgemeinwissen*, and it is complicated and sometimes disputed!

### I. Warst du schon?

Work with a partner and ask if they have ever been in different countries. Practice European countries first, but you can also name US states, Canadian provinces, various cities, etc.

Warst du schon einmal in Belgien?

Ja, ich war schon zweimal in Belgien.  
Nein, ich war noch nie in Belgien.



Prag, Tschechien

### J. Landeskunde

*Landeskunde* is a combination of geography and regional studies. You may need to check some maps or websites if you don't know the answers.

#### 1. Fill in the blanks with appropriate answers.

Zwei große Inseln von Italien sind \_\_\_\_\_ und \_\_\_\_\_.

Dieses kleine Land liegt zwischen Frankreich und Spanien: \_\_\_\_\_.

Aus der Tschechoslowakei sind 1993 zwei Länder geworden: \_\_\_\_\_ und \_\_\_\_\_.

In diesem Land spricht man Deutsch, Französisch, Italienisch und Rätoromanisch: \_\_\_\_\_.

Schleswig-Holstein ist jetzt ein deutsches Bundesland, war aber vorher Teil dieses Landes: \_\_\_\_\_.

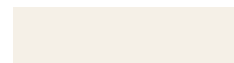
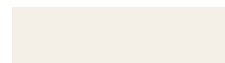
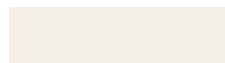
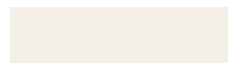
#### 2. Label each map with the correct name. You might want to do a bit of research to be sure!

Vereinigtes Königreich

England

Großbritannien

Britische Inseln



Organization.

(English vs German country names): The key content is better European geography knowledge. Spelling these correctly in German may not be your highest priority. A way to balance the content and the language learning may be to set rubric-like criteria. Correctly identify countries in any language (90% correct) to earn a B for this portion; correctly spell countries in any language (100% correct) to earn an A-; correctly spell the countries in German (90% correct) to earn an A.

**K. Wir sind am tollsten!**

Have you ever read an over-the-top travel brochure that describes its destination as the best place in the history of the world? Now is your chance to entertain by describing a trip you've taken in the style of one of these brochures, *auf Deutsch*. Use adjectives in the superlative.

Wir reisen nach Nepal, weil es hier den höchsten Berg der Welt gibt. Der Mount Everest ist auch am schönsten und am gefährlichsten! Und die Menschen in Nepal sind die freundlichsten, nettesten und herzlichsten Menschen der Welt. Danach fliegen wir nach Australien mit den verrücktesten Kängurus.

|               |          |
|---------------|----------|
| ausgezeichnet | groß     |
| lebenslustig  | luxuriös |
| paradiesisch  | sauber   |
| sicher        | tief     |

K. (Tip): You may want to do this first as an in-class assignment and then have sts write something up for the next day. It's obviously practice with superlatives, using both predicative and adjectival forms, so going over the endings with sts yet again is highly recommended.

**L. Landbeschreibung**

Choose one of the countries from the map in 8.1A (not Germany!) and write a report of approximately 100 words on it using web or other convenient sources to get your information. Include basic facts such as location, language(s), climate, and population. Then add four statements about the country, three that are true and one that is fabricated. You will use these statements for activity 8.1M in class.

Die Vereinigten Staaten sind ein sehr großes Land in Nordamerika. Sie liegen zwischen Kanada und Mexiko. Es gibt ungefähr 320 Millionen Einwohner. Washington, D.C. ist die Hauptstadt. Die Hauptsprache ist Englisch, aber es gibt keine offizielle Landessprache. Einige berühmte Städte sind Boston und New York im Nordosten, San Francisco im Westen und Chicago im Mittleren Westen. Interessante Tatsachen: 1) Kinder in den USA sitzen durchschnittlich 28 Stunden pro Woche vor dem Fernseher; 2) der Durchschnittsamerikaner trinkt nicht so viel Wein im Jahr wie der Durchschnittsdeutsche; 3) der Durchschnittsamerikaner isst 45 Kilo Käse pro Jahr; 4) 1900 hatten die USA 45 Bundesstaaten.

|                                           |                                          |
|-------------------------------------------|------------------------------------------|
| die Hauptstadt                            | <i>capital</i>                           |
| der/die Einwohner(in)                     | <i>inhabitant</i>                        |
| Es liegt zwischen Spanien und Frankreich. | <i>It lies between Spain and France.</i> |
| durchschnittlich                          | <i>on average</i>                        |



Karlsbad, Tschechien

L. (HW): Assign as HW. At the same time plan what you will do with those who don't do their HW. Make their self-inflicted penalty clear OR reward good homework.

(Warm-up): Use the true and bogus qns from the HW as the springboard for the SMGR activity in ex M.

M. (Tip): Encourage sts to use the phrases for negotiation in the blue box.

(Warm-up): See ex L.

(Ext.): a) Have SMGR choose the best text from the group to read to the entire class.

b) Read the best and have everyone else guess which is the false statement.

c) Have the reporting sts not say the name of the country (and leave out the bogus statement). Everyone needs to guess the name of the country.

*In case you were wondering, the bogus answer is number 3; the average American eats about 23 lbs. of cheese a year (10.5 kilos).*

**M. Ratespiel**

In groups of 3-4, take turns reading about the country you chose to profile in 8.1L above, including your four interesting facts. Your groupmates need to see if they can guess which of your statements is false. Negotiations should happen *auf Deutsch*, of course.

|                             |                                                |
|-----------------------------|------------------------------------------------|
| Das ist Quatsch.            | <i>That's nonsense.</i>                        |
| Das glaube ich nicht.       | <i>I don't believe that.</i>                   |
| Das stimmt.                 | <i>That's correct.</i>                         |
| Das stimmt irgendwie nicht. | <i>There's something not right about that.</i> |

Organization.

(Dictation): Sts can practice their German dictation using Google Translate and/or their smartphones. Using the "Translate" program for Android from Google, have them set the translation from German to English, and then have them practice reading words and sentences aloud into their phone. They will see the results, including a transcription of what it translates into (at least, according to Google!).

This can be a fun "toy" for them and presents instructors with the opportunity to discuss pronunciation and the problems of machine translation.

Computerized translators can also be a great reading tool because sts can speak words they don't know rather than typing them, which can speed look-up greatly.

## 8.2 Die EU

Culture: Germany and the EU  
Vocabulary: More country names  
Grammar: *Wissen* vs. *kennen*

A. (FYI): Sts work with these countries on the IA before doing the LB. You may want to give background on *Jugoslawien*, *die Tschechoslowakei* and the border changes since then.

B. (Ext.): Have partners work on the Baltic and East European countries.

C. (Practice): Have sts make an associogram of facts, statements and associations with the EU on the board.

### A. Südliche Länder

Fill in the names of the countries in Southern Europe, looking out for spelling as usual.

Italien  
Kroatien  
die Türkei

Griechenland  
Slowenien  
Bulgarien

Albanien  
Serbien  
Rumänien

Mazedonien  
Bosnien-Herzegowina  
die Slowakei



### B. An welches Land grenzt...?



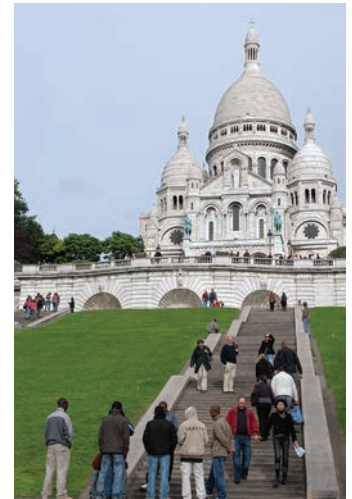
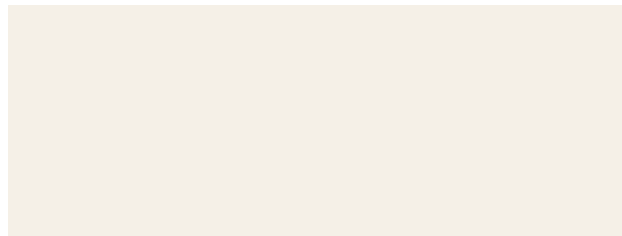
Quiz a partner's knowledge of *Grenzen* using the map above as well as the maps from the book covers.

*Grenzt X an Y?*

*An welches Land grenzt X?*

### C. Allgemeinwissen

Write five things about Germany and the EU you have learned from using the *Auf geht's!* materials or already knew from your vast *Allgemeinwissen* (general knowledge).



Paris, Frankreich

Organization.

(Interdisciplinary connections): Unit 8 is the time to really tap into the diversity of your sts and their outside academic interests. Get your history, politics and international affairs majors to give 90-second reports on any of the related topics in this unit. These can even be in English: 90-seconds of English to underscore the interdisciplinary connections in content between your course and their other courses, between studying German language and culture and understanding the international landscape today. And it draws in some more sts by having them make a significant content contribution to the class. With forethought, you can have each st do one 90-second report between now and the end of the course.



**D. Wie heißt die Hauptstadt?**

Using the map of Europe on the back cover of your book, check a partner's knowledge of countries and capitals by stating a capital and having your partner guess its country. Then switch roles. Stick with countries you have covered!

S1: *Tirana.*

S2: *Albanien!*

**E. Stimmt das?**

Using the map of Europe, ask a partner true/false questions about geography. Then switch roles.

Ist Luxemburg größer als Portugal? Nein!

Liegt Slowenien nördlich von Kroatien? Ja!



Amsterdam, die Niederlande

**F. Deutschland innerhalb der EU**

Read the text, mark any unclear parts for class, and answer the questions that follow.



1951 haben Belgien, Deutschland, Frankreich, Italien, Luxemburg und die Niederlande die Europäische Gemeinschaft für Kohle und Stahl (EGKS) gegründet. Von Anfang an hat Deutschland eine aktive Rolle in der EG und später in der EU gespielt. Deutschland ist zusammen mit Frankreich, Belgien, den Niederlanden, Spanien, Italien, Österreich und vielen anderen Ländern Mitglied des Schengener Abkommens<sup>1</sup>. Seit dem 1. Januar 2002 gibt es den Euro als Zahlungsmittel<sup>2</sup> für alle Bürger Deutschlands. Deutschland unterstützt<sup>3</sup> aktiv den EU-Beitritt ost- und südeuropäischer Länder, aber spricht sich gegen einen Beitritt<sup>4</sup> der Türkei aus, weil viele Deutsche glauben, dass die kulturellen Unterschiede zu groß sind für eine volle Integration der Türkei in die EU. Das führt oft zu Spannungen<sup>5</sup> im deutsch-türkischen Verhältnis.

- 1 *treaty*
- 2 *means of payment*
- 3 *unterstützen – to support*
- 4 *joining*
- 5 *tensions*

1. Was ist das Gründungsjahr der EGKS?
2. Seit wann kann man mit dem Euro in Geschäften zahlen?
3. Unterstützt Deutschland den EU-Beitritt der Türkei?
4. Was denken viele Deutsche über einen EU-Beitritt der Türkei?

D. (Tip): The map on the back book cover is very convenient, but at times you'll want your sts to use online maps too, which stay more current and offer more detailed information.

E. (Warm-up): Review direction terms such as *nördlich von*, *südlich von*, etc., as well as other comparatives they may need. Elicit these from sts to build a bit more ownership for the activity. Review yes/no questions, then have sts create some of their own qns. Once you are happy they are doing a good job, unleash them on each other.

F. (HW): Make sure sts complete the IA (the EU background history in English) before coming to class. This will familiarize sts with key terms and main points.

(Warm-up): a) Work through the paragraph together. Use any of the previous reading strategies.

b) Focus on verbs. Identify the verbs in each sentence (including modal + infinitive). Sts can guess the verb, even if it is not in the present tense. Then ask what is happening in each sentence or what the important information is.

Organization.

(Teamwork and individual responsibility): The 'divide and conquer' strategy can also work well with longer texts. Assign specific sts to focus on each of the paragraphs. The next day, put sts in groups with one student "expert" for each paragraph. Then give sts a task that demands that each share the expertise, vocab and understanding they've gained through their homework. If someone is missing or did not do the homework, then the whole SMGR must make up the missing work. Be sure that your plenum check extends the work and doesn't recap the homework, thus eliminating the need/motivation to do the homework in the first place.

## G. Völker und Sprachen

Fill in the chart below.

G. (HW): Assign as HW and correct in class first with partner and then plenum as necessary.

(Ext.): Make sure each st can identify self-nationality correctly.

(Tip): Grammar note – this chart avoids the adjectival nouns. Teach *Deutscher, Deutsche, die Deutschen* as separate vocab words.

H. (Warm-up): Show a map of the EU. Have sts guess the names of the languages spoken in each country. Have them name them and write their correct name on the board.

(Ext.): What languages are spoken in the US and Canada? What are our *Arbeitssprachen*? What do sts think about making Spanish an official co-language of the US with English?

| das Land / die Stadt | ein Mann aus diesem Land oder aus dieser Stadt | eine Frau aus diesem Land oder aus dieser Stadt | die Sprache                  |
|----------------------|------------------------------------------------|-------------------------------------------------|------------------------------|
| Österreich           | Österreicher                                   |                                                 |                              |
| Wien                 |                                                | Wienerin                                        |                              |
| die Schweiz          | Schweizer                                      |                                                 | Italienisch<br>Rätoromanisch |
| Bern                 |                                                | Bernerin                                        |                              |
| Genf                 | Genfer                                         |                                                 | Französisch                  |
| die USA              |                                                | Amerikanerin                                    |                              |
| Frankfurt            |                                                |                                                 |                              |

How would you say:

1. *an American woman*
2. *American women*
3. *the Swiss*
4. *Maria von Trapp was an Austrian.*
5. *Mozart was at the end of his life (am Ende seines Lebens) a Viennese man.*

*In English, one can say, "Sisi was a Viennese woman." In German, you simply use one word for "Viennese woman" – Wienerin.*

## H. Sprachen der EU

Read the text, mark any unclear parts for class, and answer the questions that follow.

Im Jahre 2015 gehören 28 Länder zur EU, in denen es 24 offizielle Amtssprachen<sup>1</sup> gibt. Englisch, Französisch und Deutsch sind die Arbeitssprachen der Ämter<sup>2</sup> der EU. Deutsch ist selbstverständlich<sup>3</sup> die offizielle Amtssprache in Deutschland und Österreich. Es ist aber auch eine Minderheitensprache in vielen anderen Ländern der EU, wie z.B. in Polen und Dänemark,

aber auch in Frankreich, Belgien, Ungarn und der Slowakei. In Österreich gibt es vier Minderheitensprachen: Slowakisch, Slowenisch, Tschechisch und Ungarisch. Wenn man als EU-Bürger in einem anderen Land der EU arbeiten möchte, muss man die Landessprache sprechen und verstehen können.

- 1 *official languages*
- 2 *Amt – agency, department*
- 3 *naturally*

1. Wie viele Mitgliedsstaaten hat die EU im Jahre 2015?
2. Nenne eine Minderheitensprache in Österreich.
3. Was ist eine Bedingung<sup>4</sup>, um in einem anderen EU-Land arbeiten zu dürfen?
4. Was ist eine (wichtige) Minderheitensprache in der Region, wo du lebst?

4 *condition*

Organization.

(Hard-nosed vs old softie): Most teachers deal at some point with grace versus justice or standards versus compassion. Spell out your expectations. Only allow exceptions in extraordinary circumstances. Never discuss exceptions in front of other sts. If a st has a qn, tell them to see you in your office hours or email you. All late assignments should receive a reduced grade. Otherwise, your sts will take advantage of your laxness. Above all, use a transparent grading scheme. Make this clear at the beginning of the semester in your syllabus.

## I. Europa Quiz



Working with a partner, talk about your experiences in Europe (if any) and/or what you might like to do there. Name a country and your partner should say as many sentences as possible about what he or she did there or would like to do.

Ich war noch nie in ...  
Ich war schon einmal / zweimal in ...  
sehen / hören / essen / trinken / besuchen

Frankreich:  
Ich war noch nie in Frankreich. Ich möchte den Eiffelturm sehen oder die Tour de France. Ich möchte Käse und Baguette essen und französischen Rotwein trinken.

I. (Warm-up): Review and practice a few standard phrases (such as in the blue box) and practice those as a class. When sts practice together, have them use the ones they know well, and then push them to offer one or two more sentences that they haven't practiced.

J. (Tip): a) As you have probably experienced, humor is difficult to understand when learning a second language, as it often depends on sudden perceptions of incongruities, and sudden perception is not a hallmark of the beginning learner! Still, even if sts don't find them particularly funny, they do yield cultural insights.

b) If necessary, make sure to emphasize once again that stereotypes are useful as cultural artifacts, but that you don't support their use as a tool of judging others.

(Ext.): Have sts explain in basic German the stereotypes that are being exploited in number 2 as well as the relatively recent events being referenced in number 1.

## J. Euro-Witze

There are naturally plenty of jokes in Europe that play off stereotypes and clichés. Here are two: we will leave the answers blank – put your best guesses here, and then check your answers if you like on the next page!

1. Ein Ire, ein Portugiese, ein Grieche und ein Spanier besuchen eine Bar. Wer bezahlt?

2. Fill in the blanks below with what you think is the correct nationality from the word box below. Each will appear once per sentence.

Briten    Deutschen    Franzosen    Italiener    Schweizer

Im Himmel<sup>1</sup> sind die \_\_\_\_\_ die Polizisten, die \_\_\_\_\_ die Köche,  
die \_\_\_\_\_ die Mechaniker, die \_\_\_\_\_ die Liebhaber<sup>2</sup> und die  
\_\_\_\_\_ organisieren alles.

In der Hölle sind die \_\_\_\_\_ die Köche, die \_\_\_\_\_ die Mechaniker,  
die \_\_\_\_\_ die Liebhaber, die \_\_\_\_\_ die Polizisten und die  
\_\_\_\_\_ organisieren alles.

- 1 *heaven*  
2 *lovers*



San Gimignano, Italien

Organization.

(Reporting): *Auf geht's!* has a number of activities that involve circulating in class and collecting information. In Activity I above, sts interview other students to find out where they've been in Europe and what they'd like to do there. When you finish such activities, make sure to have students report to the class what they discovered. This holds them responsible for doing the activity well (since they might be called on), and it gives excellent (and natural) practice on switching from the *du* form to the *er-sie-es* form in a meaningful context in which the focus is on the content. You can also extend the practice to other forms (What do they usually do? What do we all want to do?).



K. (Warm-up): You may want to pick one of these pairs to do as a class first, or start with a different pairing. Once you have practiced together, break sts into groups to try it out for themselves. Allow them to create their own pairings if they wish, assuming that their groups may have some knowledge of them. Groups of 3-4 are probably better than pairs since more sts bring more knowledge to the table.

L. (Tip): The EU may not seem like a thrilling topic to your sts, but it is crucial that they have some understanding of this entity that wields a tremendous amount of political, economic and cultural clout. The relationships between the EU countries change weekly. Bring in current events and explain them in simple German to help connects sts to the realities of European life.

### K. Zusammenhänge



With a partner, think of connections or contrasts (including geographical) between each pair of countries. Be as creative as you can!

Frankreich - Spanien

Niederlande - Polen

Belgien - Österreich

Portugal - England

Dänemark - Italien

Griechenland - Russland

### L. Die EU heute

Read the text below about the EU and then answer the questions that follow.

Ein Grund für die Gründung der EU war die Hoffnung auf ein stabiles Europa: Frieden, wirtschaftliche Stärke, gegenseitiger<sup>1</sup> Schutz<sup>2</sup> und eine gemeinsame Währung<sup>3</sup>. Das „Haus Europa“ ist die Idee einer europäischen Integration, aber in Krisenmomenten sieht man auch die Instabilität dieses Hauses. Der Krieg im ehemaligen<sup>4</sup> Jugoslawien hat 1991 gezeigt, dass es keine Garantie für ewigen Frieden gibt. Deshalb diskutiert die EU immer wieder, ob sie nicht eine gemeinsame Armee braucht. Auf die Wirtschaftskrise 2008 hat die EU auch sofort reagiert: Sie hat striktere Kontrollen für Banken eingeführt sowie Milliarden von Euro in die Wirtschaft gepumpt.

- 1 mutual
- 2 protection
- 3 currency
- 4 former

1. Warum hat man die EU gegründet?
2. Wie hat die EU auf die Krise in Jugoslawien reagiert?
3. Wie hat die EU auf die Wirtschaftskrise 2008 reagiert?
4. Was hältst du von einer nord-amerikanischen Union von Kanada, Mexiko und den USA? Ist das eine gute Idee?



Barcelona, Spanien

Answers to 8.2J Euro-Witze:

1. Wer bezahlt? **Der Deutsche**. The joke refers to the EU bailouts of 2009 and onward; the perception in Germany was that Ireland, Spain, Portugal, and Greece borrowed and spent too much in the lead-up to the Euro crisis, and the Germans as the largest contributor to EU budgets had to pay for that profligate spending after the crash.
2. Im Himmel sind die **Briten** die Polizisten, die **Franzosen** die Köche, die **Deutschen** die Mechaniker, die **Italiener** die Liebhaber und die **Schweizer** organisieren alles. In der Hölle sind die **Briten** die Köche, die **Franzosen** die Mechaniker, die **Schweizer** die Liebhaber, die **Deutschen** die Polizisten und die **Italiener** organisieren alles.

### Organization.

(Working with texts): As has been mentioned before, the tasks provided for each text are a bare minimum. Consider ways to expand activities to meet the needs of your sts in your specific location. Where key words are requested, have sts rewrite them into sentences. Bring in another narrative and compare it to those provided. Have sts read sections aloud and comment on their personal reaction to each statement in German. Focus sts' attention on specific structures present in the texts to continually bring structural matters to mind for them. Pick interesting phrases, project or write them on the whiteboard, and have sts practice using them as a basis for their own production. The *Auf geht's!* materials provide a solid foundation for classroom activities, but you as the instructor are always free to go beyond what is written here.



**M. Für oder gegen?**

Read what Sigrun and Katrin, both from Vienna, say about Austria joining the EU in 1995. Then answer the questions below.

**Sigrun:** Also, ich finde es sehr positiv, dass man mit einer Währung in allen Ländern zahlen kann oder zumindest in fast allen. Und dass man ohne Wartezeit über die Grenze kommt, ohne den Pass zeigen zu müssen. Viele Handelsbeziehungen<sup>1</sup> sind einfacher geworden und dass man in anderen EU-Staaten eine Arbeit findet. Also, ich sehe es sehr positiv.

**Katrin:** Ich glaube, dass es Österreich ohne diese Mitgliedschaft<sup>2</sup> viel schlechter gehen würde. Es sind zwar sehr viele Leute in Österreich sehr gegen die EU, weil es durch den Euro viel teurer geworden<sup>3</sup> ist. Das stimmt schon. Aber die österreichische Wirtschaft im Ganzen hat sicher profitiert. Wir sind jetzt seit vielen Jahren bei der EU und in dieser Zeit ist auch die Globalisierung so viel stärker geworden. Da hätten<sup>4</sup> wir gar keine Chance, wenn wir nicht in der EU wären. Das ist meine Meinung. Aber es gibt sehr viele Leute, die dagegen<sup>5</sup> sind.

- 1 commercial relationships
- 2 membership
- 3 werden – to become
- 4 would have
- 5 against it

1. Wie finden Sigrun und Katrin Österreichs Mitgliedschaft in der EU?

2. Über welche Aspekte der EU spricht Sigrun?

3. Wie lange ist Österreich schon EU-Mitglied?

4. Glaubt Katrin, dass jedermann<sup>6</sup> die EU als etwas Positives für Österreich ansieht?

6 everyone

5. Sigrun noted that one could pay with the euro in almost all countries in the EU. Search online to find out which EU countries maintain their own national currency instead of the euro and write their names in German.



Wien, AT

**M. (Warm-up):** Have sts brainstorm what they know about membership in the EU. What aspects of individual countries change when they become members?

**(HW):** Have sts read the text and answer the qns as HW.

**(Reading):** Have sts read the text in SMGR.

**(Post-Reading):** Have sts discuss their answers in SMGR. Then have them report back.

**(Tip):** Do you have any old European currency or any euros? If so, bring some in to show the sts. Or, you can show pictures online.

**N. (Tip):** a) To help sts avoid plagiarism, show them an example of how to take information from an online or print source and make the sentences their own. You can also show them how to write quotes in German.

b) When sts turn in their HW, you may want them to also attach a short bibliography of where they found their information. This should be enough to persuade them not to plagiarize as well.

**N. Ein EU-Land**

Write an essay of approximately 125 words describing the history of one of the current EU countries besides Germany and the history of its entry into the EU. Borrow forms and phrases from the reading texts in 8.2 to help you express yourself. You may wish to consult both German and English websites – for searches in German, try the keywords *EU*, *Beitritt*, [country name] (in German of course!).

It is good to copy or imitate short phrases that you find from German sources, but don't copy whole sections – that won't help you develop your German skills! Keep it simple; don't try to translate complicated sentences into German. Use as many words and phrases from this unit as possible and rely on your own skills.

Organization.

**(Group work):** Reading texts such as M above can be given as homework, but they also work very well as group work to be done in class. Put sts in groups of 2-3, have them read the sections aloud, and work on completing the task together. Encourage them to use whatever German they can in negotiating, but the task itself should play out as a careful reading task rather than as a mainly spoken activity, so staying in German is not 100% essential. Debrief with the whole class in German, and look for ways to extend the activity.

## 8.3 Österreich

Culture: Austria  
Vocabulary: Austrian history & geography  
Grammar: Genitive case

A. (FYI): This info is presented in the IA. You might want to remind sts that they must scroll over and click on the map to see and hear the names.

(Ext.): Review neighboring countries to Austria. *An welche Länder grenzt Österreich? Welche Länder liegen südlich von Österreich?*

B. (Warm-up): Play a short excerpt of music from Haydn, Beethoven and Mozart at the beginning of class. Have sts guess which is which.

(Tip): Review: *sterben* - it is a stem-changing verb.

(Ext.): Play an excerpt, or even better show an excerpt from a video, of a performance of one or all of the three operas from Mozart listed here.

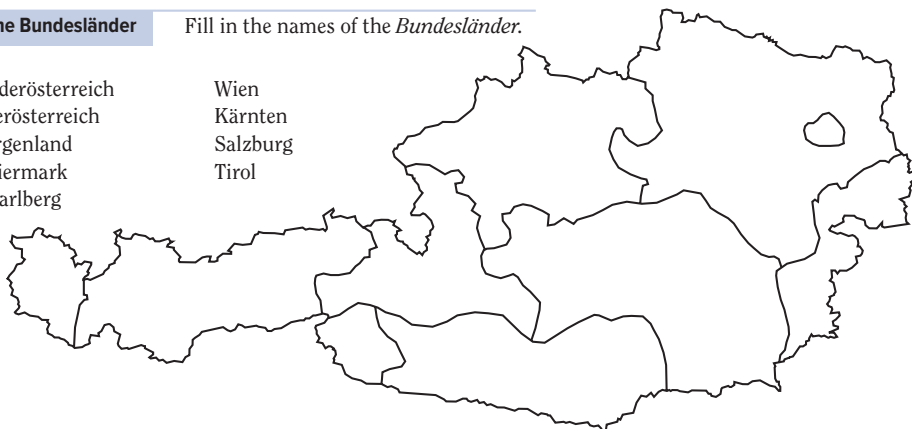
(Possible ans): 1. Mozart. 2. The Marriage of Figaro, The Magic Flute, A Little Night Music. 3. *Er stirbt arm.*

### A. Österreichische Bundesländer

Fill in the names of the *Bundesländer*.

Niederösterreich  
Oberösterreich  
Burgenland  
Steiermark  
Vorarlberg

Wien  
Kärnten  
Salzburg  
Tirol



### B. Ein beliebter Österreicher

Read about one of Austria's most famous composers and answer the questions that follow. Unless you know a lot about classical music, you will need to research a bit online!

Einer der beliebtesten Söhne Österreichs ist der Komponist, der ein Symbol der klassischen Musik ist. Er lebte von 1756 bis 1791 größtenteils in Österreich und komponierte Musik für Orchester, Klavier und andere Instrumentengruppen. Er schrieb Kirchenmusik und Symphonien, wie die berühmte „Jupiter Symphonie“, Sonaten für Klavier und Geige, viele Konzerte und andere Werke, sowohl die bekannte Serenade „Eine kleine Nachtmusik“ (1787).

#### Auszüge aus seinem Lebenslauf

|           |                                                                                                                                                  |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1762      | Der Vater Leopold macht eine Konzertreise mit seinem Sohn und seiner Tochter Nannerl. Die zwei Kinder spielen für königliche Familien in Europa. |
| 1779      | Er wird Hof- und Domorganist in Salzburg.                                                                                                        |
| 1781      | Seine Oper „Idomeneo“ spielt in München.                                                                                                         |
| 1782      | Er heiratet Constanze Weber.                                                                                                                     |
| 1781-1791 | Er lebt in Wien.                                                                                                                                 |
| 1786      | „Le nozze di Figaro“ spielt in Wien.                                                                                                             |
| 1787      | „Don Giovanni“ spielt in Prag.                                                                                                                   |
| 1791      | „Die Zauberflöte“ spielt am Wiener Theater.                                                                                                      |

1. Wer ist dieser Komponist?

☐ Joseph Haydn    ☐ Ludwig van Beethoven    ☐ Wolfgang Amadeus Mozart

2. Wie heißen diese berühmten Werke auf Englisch?

„Le nozze di Figaro“

„Die Zauberflöte“

„Eine kleine Nachtmusik“

3. Wie endet sein Leben in Österreich? Was meinst du?

☐ Er wird in einer großen Kirche in Salzburg bestattet.    ☐ Seine Frau bringt<sup>1</sup> ihn um.  
☐ Er stirbt arm und wird in einem unmarkierten Grab bestattet.    ☐ Er begeht Selbstmord<sup>2</sup>.

<sup>1</sup> umbringen – to kill  
<sup>2</sup> to commit suicide

Organization.

(Creating curricular space for projects and reports): Tap into st interests and allow them to showcase their German skills with a midterm project. Unit 8 is a fine spot to build in short German reports on famous people or aspects of German, Austrian and Swiss culture that interest sts. You can certainly expand Unit 8 by compressing or skipping sections. The beauty of the content-based, embedded grammar course is that most necessary grammar is introduced, practiced and recycled several times throughout the course. Skipping one section is unlikely to handicap your sts' language progress.

## C. Wien um die Jahrhundertwende

The Austro-Hungarian Empire, and Vienna in particular, enjoyed a period of intense intellectual and artistic flourishing at the turn of the 20th century, the so-called *Jahrhundertwende*.

Do a web search to find this basic information on the figures below, writing what you find in the box.

1. Major field (e.g., *Musik, Literatur*)
2. Country where he died (e.g., *Österreich, USA*)
3. Important contributions

Gustav Klimt

Adolf Loos

Sigmund Freud

Ludwig Wittgenstein

Arnold Schönberg

Franz Kafka



Salzburg, AT

C. (Warm-up): Survey sts to see what information they found for the figures listed. Check to see if any sts already were familiar with them. See what connections existed before they did the assignment.

(Ext): Do a short presentation on some of the figures (with images) *auf Deutsch* for listening practice – sts are already familiar in basic terms with them so the context will be there to build on.

D. (Tip): If not given as HW, give sts 2 minutes to answer the qns for ex D by themselves. Then call on sts to answer the qns.

(FYI): This activity is a kind of reading comprehension check. The answers can be intuited from activity C, and because each statement matches one of the persons described, sts can use test-taking strategies to arrive at good guesses. In addition, if they are stumped, they can do quick online research. So it's a higher-order problem-solving task rather than a reading activity that requires that sts scan a text for specific information.

## D. Wer war das?

Match each text to a person on the right, writing the correct letter in the box.

- ☐ Er wurde 1874 in Wien geboren und ist für seine atonale Musik bekannt. Am Ende seines Lebens lebte und komponierte er in Los Angeles.
- ☐ Man sagt, dass er der Vater der Psychoanalyse ist. Seine Theorien und Ideen haben noch immer einen großen Einfluss<sup>1</sup> auf Psychiater, Literaturkritiker und unseren Alltag.
- ☐ Er ist bekannt für seinen „Kuss“. Seine Bilder gehören zum Wiener Jugendstil.
- ☐ Seine architektonischen Meisterwerke sieht man noch heute in Österreich. Sein Stil erinnert<sup>2</sup> manchmal an das Bauhaus.
- ☐ Seine Erzählungen sind zweideutig<sup>3</sup> und werden noch heute in der ganzen Welt gelesen. Er starb im Alter von 40 Jahren, aber seine Werke sind Teil der Weltliteratur.
- ☐ Als bedeutender Philosoph des 20. Jahrhunderts schrieb er über Sprache und Logik. Er lehrte ab 1939 in Cambridge und starb auch in England.

A. Gustav Klimt

B. Adolf Loos

C. Sigmund Freud

D. Ludwig Wittgenstein

E. Arnold Schönberg

F. Franz Kafka

<sup>1</sup> influence  
<sup>2</sup> to remind  
<sup>3</sup> having multiple meanings

Organization.

(Reports – famous Austrians): Consider assigning 1-2 minute reports in German on a famous Austro-Hungarian/Austrian. There are many including: Lise Meitner (key in developing the atomic bomb), Simon Wiesenthal (Nazi hunter), Marie Antoinette, Klimt, Schwarzenegger, Hadyn, Mozart, Mahler, Porsche, Wittgenstein, Dopplar, Freud, Bachmann, Celan, Handke, Kafka and Rilke. Make all necessary tasks clear. Use rubric grading. Language should be accessible to peers. Take notes and assess the information to motivate listening. If you choose to do this, make sure to give it the time it needs and grade sts accordingly so that it does not feel like useless busy work. Consider including the info presented in the cultural section of your unit test or *Thema* quiz (if any). This reinforces the importance of culture and the usefulness of class time.

## E. Kaiserin Sisi

Read the following text about a famous Austrian figure; then compare her to another famous figure of your choosing.



E. (Warm-up): Show a clip from one of the many Sisi films in existence. Have sts describe her characteristics.

(Pre-Reading): Have sts highlight words they don't understand and look them up in German-German dictionaries. This may be the first time they've worked with such a dictionary. Write the words on the board, and have sts explain the definitions to other sts in German.

(Reading): Have one student read each paragraph aloud, giving sts practice reading for longer periods of time. Make sure to give other sts time to read in the next text exercises.

(Tip): There are many clips from Sisi movies or cartoons on YouTube, so consider spending a few minutes showing a clip or two. Many Germans and Austrians have seen these cartoons/films and they form a part of basic popular culture.

Sisi – oder genauer gesagt: Elisabeth Amalie Eugenie, Kaiserin von Österreich und Königin von Ungarn – wurde 1837 in München geboren. Sie war die Frau von Kaiser Franz Joseph I. Alle Bilder von Sisi zeigen eine wunderschöne Frau, mit langen Haaren und einer sportlichen Figur. Sisi liebte die Natur und war in Österreich sehr beliebt. In der Hofburg in Wien fühlte sie sich immer unwohl und reiste viel und gern ins Ausland.

Im Prinzip war Kaiserin Elisabeth eine sehr unglückliche Frau. Sie durfte ihre eigenen Kinder nicht erziehen, ihre erste Tochter starb schon als Kind und ihr Mann hatte viele Liebesaffären. Ihr Sohn Rudolf tötete sich selbst und auch seine Frau. Sisi fühlt sich an seinem Tod schuldig und schrieb viele traurige Gedichte. 1898 ermordete ein italienischer Anarchist die Kaiserin. 1918 kam dann auch das Ende der österreichischen Monarchie mit dem Ende des 1. Weltkriegs. Aber der Mythos von Sisi lebt weiter in Filmen, Theaterstücken und Musicals.

*Warum war Sisi beliebt?*

*Warum war Sisi unglücklich?*

*Wie ist Sisi gestorben?*

*Underline all verbs in the narrative past in the text!*

*Write three German sentences comparing Sisi to another famous female figure of your choice.*

Kaiserin Sisi konnte Deutsch und Ungarisch sprechen. Sandra Bullock kann Deutsch und Englisch sprechen.

Sisi hatte eine Tochter und einen Sohn, aber Sandra Bullock hat (momentan) nur einen Sohn.

Sisi hat als Kind in Possenhofen (Bayern) gelebt, aber Sandra Bullock hat in Nürnberg (Bayern) gewohnt.

Organization.

(Project options and grading tips): For midterm projects, consider giving sts options. Writing assignments can include a dialogue (acted out), a report (with PowerPoint) on a famous Austrian or Swiss person or a travel brochure for an approved city or region. As you develop your options, keep different learning styles and multiple intelligences in mind, make the task and your criteria clear and distribute a rubric for grading in advance so that the grading is transparent. Two notes: 1) Make sure the language expectations are spelled out, e.g., write in conversational past or use 4-5 comparison statements. 2) Sts should make their presentations/projects accessible to peers.



**F. Zusammengefasst**

Write the time frame and two key words/phrases in German for each topic below on how it relates to Austria. The information can be found in the Interactive for this *Thema*.

|                     | Wann? | Stichwörter |
|---------------------|-------|-------------|
| die Habsburger      |       |             |
| die Doppelmonarchie |       |             |
| der 1. Weltkrieg    |       |             |
| der Anschluss       |       |             |
| die Neutralität     |       |             |
| der EU-Beitritt     |       |             |

**F. (Practice):** In class, as an assessment, give sts a pop quiz. Give them the names and dates mixed up. Plus, leave room for the *Stichwörter*. Have them fill this out in 5 minutes and collect. Then, go over the correct answers. You can always look at the sts' pop quiz and praise those that got the qns correct. Have them answer the qns in complete sentences.

**(Ext.):** You can always write some of the *Stichwörter* from the pop quiz on the board. Have sts work in groups of three to write three sentences using these words in the correct historical context.

**G. (Warm-up):** Have sts brainstorm their associations with Austria on the board.

**(Reading):** Use these two texts as an opportunity to have sts read longer texts again. You could call on those who need help with pronunciation. However, if they are having trouble, just move on to someone else. Also, don't correct pronunciation so often that the person can barely speak. In fact, consider not correcting the person until after she or he speaks. Take notes.

**G. Ein deutsches Bundesland?**

Read what Holger and Daniel have to say about the differences they notice between Germans and Austrians. Answer the questions below to prepare for an in-class discussion.



**Holger (Frankfurt am Main, DE):** Sprachlich gibt es schon einen großen Unterschied. Wenn ich zum Beispiel nach Österreich komme, dann habe ich teilweise<sup>1</sup> Schwierigkeiten, die Leute zu verstehen. Die Österreicher sind auch so klischeehaft beschrieben, vielleicht ein bisschen gemütlicher und lockerer, und haben diese tolle Sachertorte. Und da kann man an schöne Skiferien denken.

**Daniel (Dortmund, DE):** Es kommt mir manchmal so vor, als ob die Österreicher eine Art kleinen Minderwertigkeitskomplex<sup>2</sup> gegenüber Deutschland haben, weil eigentlich alle von Deutschland als das Zentrum von Europa und eine der stärksten Mächte in Europa reden. Und Österreich ist so etwas wie ein zusätzliches<sup>3</sup> Bundesland von Deutschland. Und die Österreicher haben, glaube ich, ein bisschen einen Minderwertigkeitskomplex gegenüber Deutschland und sind deswegen auch ein bisschen kritisch und deutschfeindlich<sup>4</sup> eingestellt<sup>5</sup>. Aber ich kann das als Deutscher gar nicht ganz objektiv beurteilen<sup>6</sup>.

- 1 to an extent
- 2 inferiority complex
- 3 extra
- 4 hostile to Germans
- 5 eingestellt sein – to have a mindset or attitude
- 6 to judge

1. Wer spricht über einen Sprachunterschied in diesen beiden deutschsprachigen Ländern?
2. Wer hat deiner Meinung nach eine positivere Meinung über Österreich?
3. Was gefällt Holger an Österreich?
4. Wie nennt Daniel Österreich im Vergleich zu Deutschland?

Organization.

**(Background info in English):** Teachers of first and second year German realize that it's oftentimes hard to talk about complex subjects and/or events in simple German. However, we hope that sts will learn more about these subjects in depth at another time. Don't be afraid to take a short break from German, at least as homework, and have sts read or research something in the internet in English. For example, sts that go on for further degrees at the university will surely read time and time again about Freud and psychoanalysis. If you want, have sts read a short introduction into Freud's dream theory, for example. Or let the sts research this on their own time at home. As a check, have them write you a short description of their discoveries in English as HW. This will also help sts feel like they are learning just as much content as they do language structures. Plus, they can show off their knowledge in other classes.

## H. Sigmund Freud

Here is a brief introduction to an important Austrian thinker. Before you start, find out what the terms in the blue box mean in English (if you are familiar with Freud, you should know these already!).

H. (Warm-up): Have sts make an associogram around the topic of Sigmund Freud. Consider first, though, that your sts could of course ask to know the names of words dealing with the topic of sex and sexuality. Make sure your sts stay respectful of others.

(Reading): Have one st begin reading the text, and then switch to another without warning by calling that person's name. Wait, of course, until the previous person finishes a sentence. This way sts will read along.

(Post-Reading): Have sts answer the qns in groups and check their answers with another group. If possible, make an even number of groups.

(Ext.): This is a good time to talk about dream interpretation in simple German. Share any funny or unusual dreams you have had that you want to talk about, and how you interpret it and how Freud might have interpreted it. Sts always need comprehensible aural input relevant to the topic and with a known context.

Sigmund Freud (1856 – 1939) war ein weltbekannter österreichischer Neurologe und der Vater der Psychoanalyse. Jeder kennt seine berühmte Couch, wo er seine Patienten zum Sprechen motivierte und sie dadurch heilte<sup>1</sup>. Seine berühmten Methoden waren die Analyse der freien Assoziationen und die Traumdeutung<sup>2</sup>.

Freud hat auch die Theorie der Struktur der menschlichen Psyche entwickelt<sup>3</sup>. Laut<sup>4</sup> Freud besteht<sup>5</sup> die menschliche Psyche aus drei Komponenten: dem unbewussten sexbesessenen<sup>6</sup> Es, dem bewussten *Ich*, und dem autoritären *Über-Ich* (unser Gewissen und unsere moralischen Vorstellungen<sup>7</sup>). Fast alles, was wir tun, kommt laut Freud vom Es, aber wir wissen

- 1 heilen – to heal
- 2 dream interpretation
- 3 entwickeln – to develop
- 4 according to
- 5 bestehen (aus) – to consist (of)
- 6 obsessed with sex
- 7 concepts

|                     |              |
|---------------------|--------------|
| die Psychoanalyse   | das Es       |
| die Couch           | das Ich      |
| freie Assoziationen | das Über-Ich |

nichts davon. Wir haben auch oft Schuldgefühle<sup>8</sup> wegen<sup>9</sup> unseres Über-Ichs. Das unbewusste wilde Es und das kontrollierende moralische Über-Ich führen einen ewigen<sup>10</sup> Kampf gegeneinander.

Freud hat die Träume seiner Patienten analysiert bzw. seine Patienten haben das mit Freudschen Methoden gemacht. Laut Freud sind unsere Träume kein Unsinn<sup>11</sup>. Sie können sehr viel über unsere Probleme, Wünsche und Ängste erzählen. Unsere Träume helfen uns außerdem, uns an die Sachen zu erinnern<sup>12</sup>, die wir angeblich<sup>13</sup> vergessen haben.

- 8 feelings of guilt
- 9 because of
- 10 eternal
- 11 nonsense
- 12 sich erinnern an – to recall, remember
- 13 supposedly

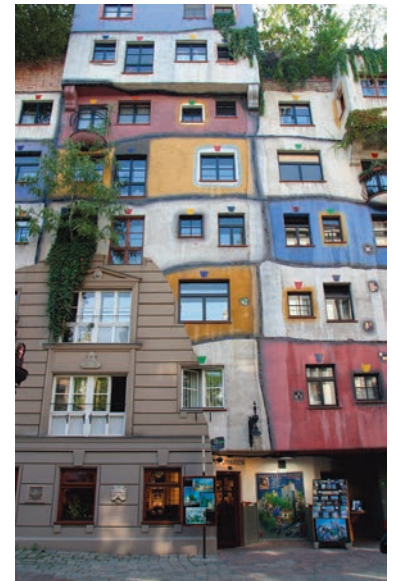
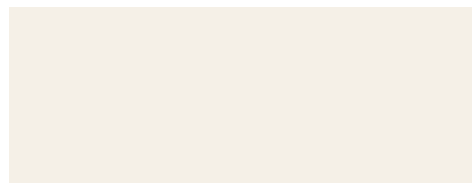
Underline all phrases in the genitive case in the text above.

Write the number of each statement next to the place in the text above where it is found.

1. Freud used dream and free association analysis to help patients heal.
2. Freud believed that dreams reveal wishes and fears.
3. Freud had his patients talk while relaxing on a couch.
4. Everything people do stems primarily from the Id.
5. The Super Ego is the source of guilt feelings.
6. Dreams help people remember repressed or forgotten memories.
7. The Id and the Super Ego are continually at war.

## I. Über Freud

Look up Freud on a few internet sites of your choice and write two short German sentences with information about Freud you think will interest your classmates and instructor.



Hundertwasserhaus, Wien, AT

## Organization.

(Interdisciplinary opportunities): This is another chance for some interdisciplinary teaching. Ask your psychology sts to present a short report on Freud, or the art sts one on Klimt, and so forth. Whenever possible, you want to inspire your sts to research and explore those activities, people and places in German-speaking countries that interest them. This will help them make connections to German/Austrian/Swiss culture, and possibly inspire them to continue studying German, maybe even study abroad in Germany for a year.

## J. Freuds Couch



Sigmund Freud marks the beginning of the popular use of psychological principles to interpret dreams. Write a dialogue of about 125 words between Sigmund Freud and a patient who has come to his Vienna office with a recurring dream. Describe what happens in the dream and give Freud's interpretation of this bizarre problem. Review how to write about the past, and use the conversational past as needed in your dialogue.



Ich habe immer wieder den gleichen Traum / Alptraum.  
Seit wann haben Sie diesen Traum?  
Beschreiben Sie bitte Ihren Alptraum!  
seit drei Jahren / zwei Monaten / gestern

*I keep having the same dream / nightmare.  
How long have you been having this dream?  
Please describe your nightmare.  
for three years / two months / since yesterday*

*In case Freud wants to comment during the dream narration:*

Sehr interessant.  
Merkwürdig.  
Faszinierend.

*Very interesting.  
Strange.  
Fascinating.*



Patient: Guten Tag, Herr Doktor Freud!  
Freud: Grüß Gott, mein Lieber! Legen Sie sich auf diese Couch. Na, was haben Sie denn?  
Patient: Oh, Herr Doktor, ich habe immer wieder den gleichen Alptraum!  
Freud: Sehr interessant. Was für einen Alptraum, mein Lieber?  
Patient: Ich sitze in einem Vogelnest, trinke Scotch, esse Birnen und das alles ist ein religiöser Kult.  
Freud: Merkwürdig. Und seit wann haben Sie diesen Traum, mein Herr?  
Patient: Seit einem Monat.  
Freud: Aha, mal sehen ... Sie sagen: Vogelnest, Scotch, Birnen und Kult... Faszinierend! Sagen Sie mir die ganze Wahrheit, Doktor!  
Patient: Ihr Vogelnest ist ein ... „Test“, „Birnen“ heißen ... aha! „lernen“, Scotch muss „Deutsch“ sein und Kult ... hmmm ... „Schuld“. Sie haben Schuldgefühle, weil Sie für Ihren Deutschttest nichts gelernt haben. Gehen Sie nach Hause und machen Sie sich an die Arbeit!

J. (HW): Assign this essay after sts go over activity H so they have an idea about dream interpretation.

(Class): a) If sts have submitted their essays digitally, display one or two in class to read together. Consider printing off a few as a reading pieces in class as well.

b) Another approach is to have sts post their essay to a CMS for others to read before class. Require that sts. comment on one or two via blog features if present. The idea is to have sts read each others writing so that there is more of an audience than just the instructor. Praise creativity and humor where you find it.

(Ext.): Have sts work together in SMGRs to write a skit based on one of their essays (or created new in class). This takes time, so plan for a good chunk of the class. It is good practice in presentational mode for sts but you will need to assess whether it is the best use of class time for your particular class or not.

## Organization.

(Public speaking): Bear in mind that not every st loves to speak or perform before an audience. In fact, some of your sts may be so shy they don't even want to participate in class. That being said, there is really only one way to help them overcome their fears. You must call on them as much as possible to get them to participate in class. On the other hand, you don't want to torture them. If they are really fearful to the point of crying, try working with them in your office hours. Let them read aloud to you. Or, give them a heads up on the next day's activities. For example, let them know that you are going to ask sts to read a certain text. They could prepare the first section, for example, in advance. This way, they will have practiced their part and be prepared for class. Plus, if they go first, they will spend less time obsessing about when it might be their turn to speak.

# 8.4 Die Schweiz

Culture: Switzerland  
Vocabulary: Swiss history & geography  
Grammar: Singular noun endings

(A. (Tip): Make sure to review city location and associations at least a few times and assess them on quizzes or your unit test to underscore their importance.

B. (FYI): Sts can do this based on the IA.

(Warm-up): With their LB closed, project associations with Switzerland, e.g., cheese and chocolate. Then ask them to say or guess the word in German. Introduce new vocab when necessary. Don't be afraid to have sts look up the definition for words on the spot. They should learn to work quickly with dictionaries (paper, online or phone).

(Practice): Have sts answer ex B in SMGR and report back.

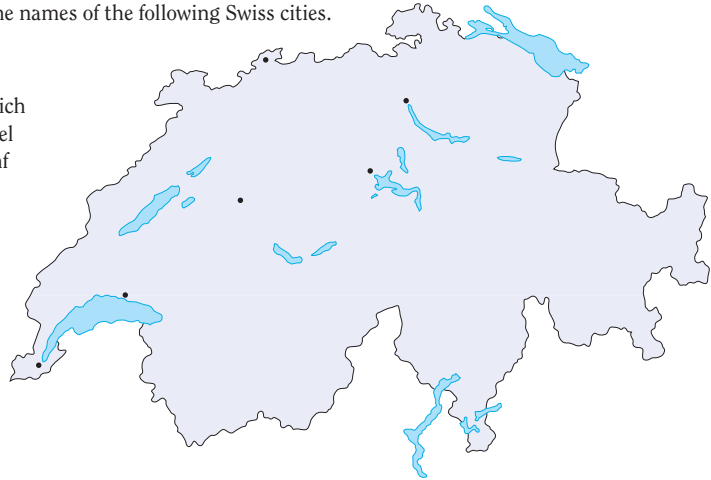
C. (Tip): Add more to this list and create a team competition trivia game. Which group gets the most correct?

(Photo): *Toblerone, Lindt, Milka* and *Villars* are well known Swiss chocolate manufacturers. It may be time for an intercultural taste test. Don't spoil them all the time though. Otherwise, they'll start asking you every day for more sweets!

## A. Geographie

On the map, write the names of the following Swiss cities.

Bern  
Luzern  
Lausanne  
Zürich  
Basel  
Genf



## B. Assoziationen

Write down at least two things you associate with the following Swiss cities based on the Interactive.



Zürich, CH

Bern

Zürich

Luzern

Basel

Lausanne

Genf

An welche  
Länder grenzt  
die Schweiz?

## C. D, A, EU, oder CH?

Write D, A, CH or EU next to each association to indicate *Deutschland*, *Österreich*, *EU*, or *die Schweiz*.

☐ Oktoberfest

☐ Kanton

☐ Habsburger

☐ Wiedervereinigung

☐ Neutralität

☐ Monarchie

☐ Bauhaus

☐ Ringstraße

☐ Freud

☐ Nordsee

☐ Offiziersmesser

☐ Goethe

☐ Sisi

☐ Bach

☐ Banken

☐ Mozart

☐ Schwarzwald

☐ Französisch

☐ Osterweiterung

☐ Alpen

☐ Schokolade

☐ Hanse

☐ Euro

☐ Erasmus Programm

Organization.

(Really telling a story!): Good storytelling is a lost art! Reclaim it for the classroom. If you've got an interesting story, plan out in advance what you're going to say. Spontaneous can be good, but some planning can make it even better, esp. if you're doing it in German for beginners. Tips: 1) Make a list of the verbs you will use. Write these on cards and preview them with the class before telling your story. 2) Show key vocab on an overhead. 3) Hand out real objects or photos, when available. As you tell your story the sts with that photo or item in their hands must wave it in the air. 4) Project all the key words of your story. Afterwards give SMGR 2 minutes to retell what they heard. Perhaps shifting from *ich* to *er/sie*.

(Possible ans to ex B): Bern - capital, German, medieval, bear, Einstein. Zürich - largest city, German, *Reichsstadt*, Zwingli, *Privatbank*. Luzern - German, Wilhelm Tell, Mark Twain. Basel - port city on Rhine, Nietzsche, *Karneval*, German. Lausanne - French, largest university, International Olympic Committee. Genf - French, Reformation, Calvinism, *Rotes Kreuz*, World Health Organization.



## D. Eine Hauptstadt

In small groups, discuss what you associate with capital cities.



das politische Zentrum  
eine Stadt wie jede andere  
die wichtigste Stadt  
eher ein Symbol

der Sitz der Regierung  
das Machtzentrum  
ein offizieller Ort

Die Hauptstadt ist das politische Zentrum eines Landes.

Now discuss with a partner what you think the capital of a country should offer. Take a look at the options available and come up with a couple of your own.

ein Parlamentsgebäude  
ein Justizministerium  
mindestens eine Universität  
einen Flughafen  
ein Sportteam  
einen Zoo

Kinos  
ein Opernhaus  
einen Hafen  
einen Fernsehsender  
einen Stadtpark  
Diskos

Die Hauptstadt eines Landes sollte [ein Parlamentsgebäude] haben, aber sie braucht kein/e/en [Sportteam].

D. (Warm-up): With the LB closed, have sts brainstorm what characteristics they associate with certain capital cities, e.g., Paris, Berlin, Washington D.C., etc.

(Pre-Writing): Go over the other characteristics listed in ex D with the class and see if sts listed any of these associations in the warm-up.

(Writing): Have sts in SMGR use the associations from the warm-up and the LB to write a short 4 sentence text about a capital city in the world.

(Post-Writing): Have sts read their descriptions aloud, and sts must guess which city they are speaking about.

E. (Warm-up): Consider finding a short video clip of Bern on YouTube.com. Give the city some life, which should draw the sts into this topic.

F. (HW): Sts can complete this ex as listed, or let them describe their part of the country, or even their state if they want.

(Practice): Have a few sts read their descriptions aloud the next day. You can use this to start a discussion about the diversity of the US.

## E. Hauptstadt Bern?

Read the following text about Bern and answer the questions that follow.



Bern, CH

Die Stadt Bern im Westen der Schweiz hat fast 130.000 Einwohner. Damit ist Bern die viertgrößte Stadt der Schweiz. Viele meinen, Bern sei die Hauptstadt der Schweiz, aber laut der Schweizer Verfassung<sup>1</sup> hat die Schweiz keine Hauptstadt. Die Schweiz hat aber eine Bundesstadt, und die ist Bern. In Bern haben also der Bundesrat, die Bundesversammlung und die Bundesverwaltung ihren Sitz.

Aber Bern bietet noch viel mehr als nur Politik. Es gibt in dieser mittelalterlichen<sup>2</sup> Stadt – Bern wurde 1191 gegründet – wunderschöne Gebäude und andere Sehenswürdigkeiten. Bern bietet jedem etwas: das Einstein-Haus, das Kunstmuseum Bern, ein Symphonieorchester, viele Bars und Clubs, Ausflüge<sup>3</sup> in die Natur, organisierte Stadtführungen oder eine Bootsfahrt auf der Aare.

- 1 constitution  
2 medieval  
3 excursions; field trips

1. Ist Bern die Hauptstadt der Schweiz?
2. Wie viele Menschen leben dort?
3. Ist Bern für die Schweiz eine große Stadt?
4. Auf welches Jahr fällt die Gründung Berns?
5. Was möchtest du vielleicht in Bern machen?

## F. Mein Land

Discuss your own country and how you would divide it up using the political terms listed here.



progressiv vs. konservativ  
weltoffen vs. provinziell

fortschrittlich vs. rückständig<sup>1</sup>  
städtisch vs. ländlich

Viele kleine Städte sind ein bisschen rückständig. Der Mittlere Westen ist ländlich, aber der Osten ist städtisch.

1 reactionary

Organization.

(Hamming it up): With most groups of sts a little humorous activity can be coaxed out of them. A story like *Die Zauberflöte* or *Wilhelm Tell* is your chance! Have sts reenact the plot. Add nametags on string hung around the neck, props, pictures on the board. Did you forego or love the *Bremerstadtmusikanten* in Unit 5? or *Der Erlkönig* in Unit 7? Haul it out again. Encourage melodrama and spice! What if the *Erlkönig* wore pink bath slippers? What if an apple was too easy and Wilhelm Tell was forced to shoot a pickle, olive and raisin? Let the kinesthetic learners and drama queens have their day! Do them all SMGR and host a sketch evening.

G. (Warm-up): Have sts describe their favorite potato dish. Write the names of the different types on the board. If you know German equivalents, write those next to the English names. See if your sts can establish a trend to favorites based on where sts are originally from.

(Reading): Have sts read the text in pairs and answer the qns.

(Post-Reading): Start a discussion around qn 5.

(Tip): This is a difficult text for many sts so make sure to spend the time necessary for them to understand what is going on. Because the *Röstigraben* is a humorous metaphor, sts often don't understand since it is very difficult to understand both metaphor and humor at low levels of language proficiency. You will seldom go wrong spending time clarifying this methodically for sts without background from HS in German (i.e., the true beginners). Using images of a WWI *Graben*, lines of trenches, and then a map of Switzerland divided between German and French speaking parts might bring this image home more effectively.

#### G. Der Röstigraben

*Rösti* is a potato-based specialty food originally from the German part of Switzerland, and *Graben* is a ditch or a trench. Let's figure out what a "potato-trench" is doing in Switzerland and how it might help us understand this multilingual country a little bit better.

In Deutschland gibt es den „Weißwurst-äquator“, der Bayern von dem Rest Deutschlands abgrenzt. Deutschland wird in Gebiete mit Weißwurst (Bayern!) und ohne Weißwurst auf der Speisekarte geteilt. In der Schweiz gibt es den Röstigraben. Auch diese Grenze ist als Scherz<sup>1</sup> gemeint. Der Röstigraben trennt die Deutschschweiz im Osten von der französischsprachigen Schweiz im Westen. Rösti ist als Kartoffelgericht typisch für die Deutschschweiz.

Das Wort „Deutsch“ für die Deutschschweiz ist problematisch. Im Alltag benutzen die Deutschschweizer nur dann Standarddeutsch, wenn sie mit Deutschen oder anderen deutschsprachigen Ausländern sprechen. Jede Region in der Schweiz hat

<sup>1</sup> joke



ihren eigenen Dialekt. Berndeutsch ist also zum Beispiel nicht wie Baseldeutsch. In privater Korrespondenz, z.B. auf Facebook oder beim Simsen, schreiben viele Schweizer auch im Dialekt: „Hoi Urs, au no vo mir alles gueti zum geburri. Grüessli Zora.“<sup>2</sup>

Martin, ein Schweizer, beantwortet die Frage, ob Hochdeutsch eine Fremdsprache ist, ganz einfach: „Ja, das ist eine Fremdsprache. Die Grammatik ist anders, die Wörter sind anders. Also wir müssen Hochdeutsch in der Schule ganz bewusst lernen.“

<sup>2</sup> Hallo Urs, auch noch von mir alles Gute zum Geburtstag. Grüsse Zora.

1. Was ist der Röstigraben?
2. Wann sprechen Deutschschweizer Hochdeutsch?
3. Wann sprechen Deutschschweizer Dialekt?
4. Wie hat Martin Hochdeutsch gelernt?
5. Is there something like the Rösti-Graben in your home country/culture?

#### Organization.

(Practicing concrete vocabulary): Use and reuse objects and images whenever you can. In addition to images drawn or copied onto cards, use actual items (books, pencils, tablets) and borrow kids' toys such as plastic foods, miniature items (Lego/Playmobil/Matchbox vehicles) or dress-up clothes. Establish a connection between the object itself and the German word. Practice with a mixer – exchange tasks, building in both nominative and accusative contexts. Need a reserve activity? Keep a list of concrete vocabulary. Cut list into groups of 4 words. Give each student one word group. Have SMGR play pictionary.

**H. Fragen über die Schweiz**

Work with a partner and fill in the correct form of *wissen* or *kennen* for each question. Then ask each other the questions and answer them!



Was \_\_\_\_\_ du über die Schweiz?

\_\_\_\_\_ du Milka?

\_\_\_\_\_ du, welche Sprachen man in der Schweiz spricht?

Wie viele Schweizer \_\_\_\_\_ du?

**I. Was findest du interessant?**

Write four sentences about things you find interesting, good, positive, etc. about Switzerland. For each sentence, use a genitive phrase as in the example sentences. Don't use any nouns twice!

Ich finde die Geschichte der Schweiz kompliziert.

Ich finde die Werkzeuge des Armeemessers unpraktisch.

Blank area for writing four sentences about things found interesting in Switzerland.

**J. Ein Besuch in der Schweiz**

A friend is planning on visiting Switzerland. Tell her or him what to do in German! Don't reuse any verbs. Come up with as many useful pieces of advice that you can.

Besuche Zürich!  
Sprich Deutsch oder Französisch!  
Füttere einen Bernhardiner!  
Besteige das Matterhorn!  
Iss nicht zu viel Rösti!

Blank area for writing advice for a friend visiting Switzerland.



Bern, CH

H. (Warm-up): Review the differences between *wissen* and *kennen* together first. It is addressed in the grammar portion of *Thema 8.2* (pgs. 318-19).

I. (Warm-up): Review with sts the structure *Ich finde X Y* where X=noun and Y=adjective. There are of course other ways of expressing this idea, but it's great if your sts have at least this one structure to use!

J. (Warm-up): Review with sts imperative forms, which were introduced formally in 7.4. Brainstorm possible verbs they can (or could have!) used for this activity. Walk through the creation of imperative forms. Have them add 2-3 new sentences to the list for a few minutes in class (assuming they did it as HW). Then check on their responses.

### Organization.

(Reading in class): With easy access to translation software, it is often difficult to tell exactly what is happening when sts read outside of class. Many have been known to simply type texts into an online translator rather than read it themselves or to use a program such as Goggles that will scan and translate text with a smartphone. For this reason, it is often wise to move some reading tasks to class so that the instructor can monitor and intervene. Student reading skills in general are weaker now than in previous years, so instructors can consider ways to model expert reading for sts. This can involve "flipping the classroom" by having instructors do screencasts of their reading and commenting on a text and then requiring sts to do their own recorded "expert reading" of a text via screen capture software. This will help instructors get a feel for what is happening with outside reading. Discuss these issues openly with sts. They often forget that the purpose of reading in German is not to answer burning questions that instructors or textbook authors have but rather to provide learners practice in deciphering texts. Instructors may need to walk them through this process so that they learn how to read better themselves.

## K. Eine Basisdemokratie

K. (HW): Have sts research the topic of Swiss democracy as HW. Have them write 3-4 sentences or facts about the topic.

(Pre-Reading): Before having sts read the paragraph, have them present a few facts from the HW.

(Post-Reading): They can complete the qns in pairs. Confirm the answer to qns 1-3 in plenum. They've already basically answered qn 4 in the warm-up.

(FYI): Swiss democracy is fascinating and can of course only be hinted at in the broadest terms here. One excellent text (albeit somewhat dated now) is "Why Switzerland" by J. Steinberg. Our follow-on text, *Weiter geht's!*, covers Switzerland in much more detail and dedicates an entire chapter to Swiss culture and identity.

As you have learned in the Interactive, the Swiss practice a very direct form of democracy they call *Basisdemokratie*. This contrasts to the more typical representative democracy, such as in the USA. In Switzerland, the Swiss vote directly in a manner similar to referendums or propositions in the USA. Martin (Schaffhausen, CH) describes Switzerland's *Basisdemokratie* here. Read what he has to say and answer the questions that follow.



Röschti Farm, Schinznach-Dorf, CH

Unsere politische Kultur baut sich von unten nach oben auf<sup>1</sup>. Das zeigt sich dadurch, dass wir zwar alle vier Jahre Wahlen haben, aber diese Wahlen sind nicht so wichtig, weil ja das Volk immer wieder durch Referenden oder Initiativen selber zu Entscheidungen<sup>2</sup> führen kann. Während in anderen Ländern, wenn das Parlament gewählt ist, hat der Bürger nicht mehr viel zu sagen und dann kann er nach vier Jahren halt die Regierung auswechseln<sup>3</sup>. Das machen wir eigentlich nicht, weil wir von dieser Basisdemokratie her selber Einfluss<sup>4</sup> haben und sogar die Regierung in die Minderheit<sup>5</sup> versetzen könnten, wenn es darauf ankommen sollte<sup>6</sup>. Das ist der große Unterschied zu den umgebenden<sup>7</sup> Ländern, diese demokratische Struktur, die wir haben, und das hindert uns auch zu einem großen Teil daran, Teil von Europa zu werden, also von der Europäischen Union zu werden. Weil wir Angst haben, ein Stück weit, wir verlieren diese basisdemokratischen Gepflogenheiten<sup>8</sup>.

1 sich aufbauen – is built, constructed

2 decisions

3 to change, switch

4 influence

5 minority

6 wenn es darauf ankommt – if it is crucially important

7 surrounding

8 traditions

1. Martin sagt, dass
  - ☐ die Demokratie vom Volk herkommt.
  - ☐ Politiker viel Macht haben.
  - ☐ es in der Schweiz keine Wahlen gibt.
2. Was ist das Besondere an der Demokratie in der Schweiz?
  - ☐ Es gibt dort Wahlen.
  - ☐ Die Bürger können dort viel entscheiden.
  - ☐ Es gibt dort ein Parlament.
3. Was ist die Idee einer Basisdemokratie?
  - ☐ Es gibt eine politische Basis, die alles entscheidet.
  - ☐ Das Volk kann wichtige Entscheidungen mit Referenden treffen.
  - ☐ Eine Basisdemokratie ist das Gleiche wie eine repräsentative Demokratie.

4. Now summarize in English what Basisdemokratie means in Switzerland.

### Organization.

(Noticing): Noticing grammatical forms is a key way of learning or internalizing language structures. Consider often or nearly always introducing noticing activities when working with texts. It can be as simple as finding all or a number of specific tense forms, asking sts to identify a time frame based on tense, finding specific prepositions, finding direct objects and direct object pronouns, etc. These are fast activities and, as long as it is not overdone, sts enjoy spending a few minutes on simple tasks that require "mere" observation. Continually bringing their awareness to the language itself is important because actual deciphering of texts at the novice and intermediate level is mostly a function of lexical knowledge and context; many grammatical features are simply not noticed because they are not crucial for basic interpretation. When sts don't notice they cannot internalize.



**L. Demokratie**

In small groups, determine three things you find necessary in a democracy. You may of course choose things not on the following list.



|                   |                               |                                                      |
|-------------------|-------------------------------|------------------------------------------------------|
| freie Wahlen      | einen Senat                   | ein allgemeines Wahlrecht                            |
| Referenden        | einen Präsidenten             | politische Repräsentanten                            |
| Bürgerinitiativen | Meinungsfreiheit              | Pressefreiheit                                       |
| eine Armee        | Notstandsgesetze <sup>1</sup> | Gewaltenteilung (legislative, exekutive, judikative) |

<sup>1</sup> emergency powers

Eine Demokratie braucht Gewaltenteilung.  
Die Pressefreiheit ist sehr wichtig.  
Ich finde eine Armee unnötig.  
Warum braucht man ein allgemeines Wahlrecht?



Zentrum Paul Klee, Bern, CH

**L. (Warm-up):** Have sts make a list on the board of countries that they would consider democratic.

**(Ext.):** After having finished ex L, have sts discuss whether or not, if they know, those countries listed in the warm-up have all the characteristics of the ideal democracy. Which country seems more democratic and why? Have them report back to the class. Have them use dictionaries if they need more vocab.

**M. (Warm-up):** Have sts brainstorm in SMGR what they might like to write about. Have them announce their (tentative) choices in class. Perhaps this will spark ideas for other people. However, let them change their minds later, if they desire.

**(HW):** Make this a longer essay, perhaps two pages long.

**M. Meine Schweiz**

You have learned quite a bit about Switzerland in this *Thema*. Pick one of the three topics below, research it online and write a short 100 word essay about your topic. Make sure to find information that is new to you and potentially your instructor and fellow students.



- Thema 1: Eine Stadt in der Schweiz (Bern, Basel, Genf, Zürich, Lausanne, Chur, etc.)
- Thema 2: Typisch Schweiz (Armeemesser, Milka, Bernhardiner, Käse, Fondue, etc.)
- Thema 3: Geschichte (Römerzeit, Mittelalter, Confoederatio Helvetica, etc.)



Basel, CH

**Thema 1:**

Genf ist eine weltbekannte Stadt in der Schweiz. Viele Menschen kennen Genf, weil es die „Genfer Konventionen“ gibt. In Genf spricht man Französisch, weil die Stadt in der Romandie liegt.

**Thema 2:**

Alle Menschen lieben Schokolade! Und die Schweiz hat sehr gute Schokolade, z.B. Lindt und auch Milka. Milka ist preiswerter als Lindt, aber schmeckt auch ganz lecker.

**Thema 3:**

Die Schweiz hat eine lange Geschichte. Das „Geburtsdatum“ der Schweiz ist der 1. August 1291 und die Schweizer feiern den 1. August jedes Jahr mit einem großen Fest.

**Organization.**

**(Show and tell):** Consider saving student-produced artwork, graphics or essays to show to other classes. For example, collect the writing done for activity M above, scan it and use it for review activities. This can be repurposed for quizzes and even posted to your course website for exam review. The basic idea is to honor student creativity and generate good will and community spirit by disseminating the creative things sts do in class. This is especially useful for sections of German the following year.



Rathaus am Hauptplatz

Graz, Österreich

(Photo): Graz is the capital of the *Bundesland Steiermark* and the second-largest city in Austria. The photograph is a good testimony for the fact that the *Grazer Altstadt* is a UNESCO-Weltkulturerbe.





Entspannen am Wörther See

Pörschach, Österreich

(Photo): Pörschach is a small town (ca. 2,600 people) that lives off of tourism, mostly during the summer months. The composer Johannes Brahms wrote of his enchantment with Pörschach in a letter to Clara Schumann: *Erzählen will ich, dass ich hier in Pörschach am See ausstieg, mit der Absicht, den nächsten Tag nach Wien zu fahren. Doch der erste Tag war so schön, dass ich den zweiten durchaus bleiben musste. Der zweite aber so schön, dass ich für's erste weiter bleibe.* You can incorporate this photograph into Unit 11 on traveling and ask sts what they would or could do in this small Austrian town.





Fassadenmalerei

Stein-am-Rhein, Schweiz

(Photo): Stein am Rhein is in the Swiss canton Schaffhausen bordering on the *Bodensee*. This photograph features two prominent features of the *Altstadt*: the *Fassadenmalerei* and the metal signs hanging on the outside walls of houses. It's a small town with some 3,100 inhabitants, but the tourism industry is substantial because of the town's proximity to both Germany and the *Bodensee*. Use this photo in Unit 4 and ask sts to come up with a conversation between the wait staff and the customer.





Neuschnee in den Alpen

Peist, Schweiz

(Photo): Peist is in the canton Graubünden not far away from Chur. Peist has more or less 210 inhabitants, but, as you can see in the photograph, it does have its own church. Although small, the *Gemeinde Peist* has its own website that clearly shows the civic engagement so vital to a small, fairly isolated community in the Swiss Alps.

# 9.1 Wie geht's dir?

A. (Warm-up): Ask which English/American greetings they associate with which regions.

(FYI): Sts should be able to answer these qns if they did their IA HW.

(Ext.): Have a mixer. Each st should try out different greetings. Write these on the board for everyone to see, or have them carry their books around with them.

(FYI): The "le" in certain southern dialects can be added to many words. You can even hear *Grüß Göttele!*

B. (Warm-up): As a warm-up to the HW, have sts discuss in SMGR what associations they think other countries have with the US. Are these assumptions correct? Let them express their frustration at the idea of hearing negative stereotypes about the US. Make sure to guide the conversation to the "right" lesson that stereotypes are often incorrect and hurtful, as opposed to retaliating with hurtful stereotypes or insults right back.

(HW): Have sts complete this ex as HW, as they will need to glean the information from the IA.

Organization.

(Wie geht's?: How ya doin?): Teach the Q&A "*Wie geht es Ihnen? / dir?*" "*Es geht mir...*". If you have sts practice this Q&A with each other (and give options for answering) make perfectly clear that this is using a German phrase in an American way. Follow up on the IA information, underscoring that "*Wie geht's?*" is not used like "*How are you?*" in American culture. Point out that communication in the classroom culture is distinct from communication in the target culture(s).

(Possible ans to ex. A): *Im Norden* - Moin moin! *Im Süden* - Grüß Gott! Tschüssle!, Ade!, Servus! Pfat di! (Austria). *Überall* - Guten Morgen!, Tschüss!, Auf Wiedersehen! Mach's gut! Tag!

Culture: German regional greetings  
Vocabulary: Expressing emotions and reactions  
Grammar: Dative expressions

## A. Begrüßungen

For each greeting phrase, indicate whether it is used *im Norden*, *im Süden*, or *überall* (everywhere).



Alte Oper, Frankfurt am Main

im Norden, im Süden, überall

Grüß Gott!

Guten Morgen!

Tschüss!

Tschüssle!

Auf Wiedersehen!

Mach's gut!

Moin moin!

Ade!

Tag!

Servus!

Pfat di!

## B. Die Amerikaner

Answer the following questions.

1. Based on the *Interactive*, write down several associations that Germans have with Americans.



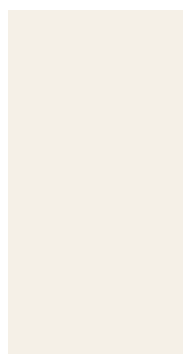
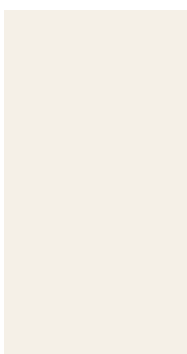
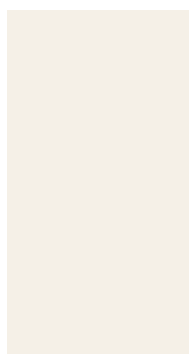
Zürichsee, Zürich, CH

2. Compare when Germans use „Wie geht es dir?“ and when Americans use “How are you?”.

## C. Emotionen

For each image, pick an appropriate German adjective from the list. Some images have multiple possible answers, but make sure not to use any adjective more than once!

|           |            |             |             |             |
|-----------|------------|-------------|-------------|-------------|
| glücklich | traurig    | überfordert | begeistert  | froh        |
| wütend    | frustriert | überrascht  | müde        | schockiert  |
| besorgt   | verwirrt   | sauer       | gelangweilt | erleichtert |



C. (Tip): As stated, there are various possible choices for each image. Extend by showing images of faces and asking sts to say what adjective they feel is the closest match.

D. (Tip): The idea here is to practice the idea that the question *Wie geht es dir?* is generally a real question looking for an answer. So have sts show interest in each other, even if it's a bit over the top or humorous.

E & F. (FYI): a) These exs are designed to increase sociolinguistic awareness, part of culture awareness. These topics are introduced in the IA as well.

b) Both texts are fairly challenging, but still doable. Apply some of the reading strategies we've been working with throughout. Good reading strategies can apply to all lengths and difficulties of texts.

(Reading): Consider a 'divide and conquer' interaction set-up with exs E & F.

## D. Wie geht's dir heute?



Working with a partner, greet each other and, since you know one another fairly well, ask how your partner is doing. Answer with two emotions from 9.1C above. Feel free to find out why in German! Switch partners when your instructor gives the signal.

Hallo Jake!  
Hallo Kim! Wie geht's dir heute?  
Heute bin ich müde aber ganz froh.  
Warum bist du müde?  
Ich habe gestern nicht viel geschlafen und...

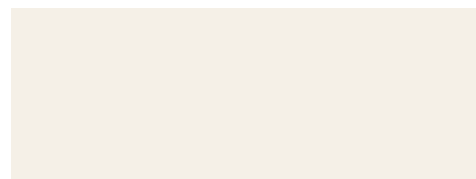
## E. How ya doin?

Wiebke (Göttingen, DE) spent a year in the US and, like many Germans, adapted quickly to the American habit of saying "How are you?" as a greeting. Read through her observations and answer the questions that follow.

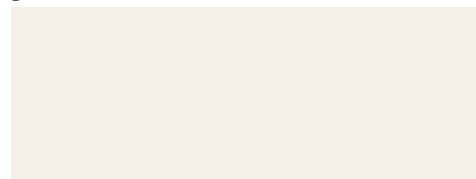
Man kriegt so eine Brücke am Anfang und mir passiert das ganz oft auf dem Campus hier, wenn ich jemanden treffe und sage: „Hallo! Wie geht's?“ Das sagt man in Deutschland eigentlich kaum. Man sagt nur: „He, was machst du denn gerade!“ Und ich sage meistens: „Hallo, wie geht's dir?“ Und da sagen die Leute so: „Eh, gut“, aber sie wissen eigentlich gar nicht, was sie sagen sollen. Dann denke ich immer, also, das ist wirklich hängengeblieben<sup>2</sup> aus den USA, dass du fragst: „Wie geht's?“ Man antwortet halt was<sup>3</sup>, aber das ist so ein Anfang. Und das ist anders in den USA. Das hat mir auch dort besser gefallen.

- <sup>1</sup> right now
- <sup>2</sup> hängenbleiben – to stick
- <sup>3</sup> something

Was war Wiebkes Problem, als sie wieder in Deutschland war?



Was hat Wiebke in den USA besser als in Deutschland gefallen?



There are several clear instances of the dative in this text. Circle four of them.

## Organization.

(Sociolinguistics): *Thema 9.1* focuses on sociolinguistic awareness. Make cultural comparisons whenever possible; e.g., American college sts don't often think how superficial the "how're you doing" greeting sounds until they hear it from a telemarketer. Texts in exs E & F are positive German reactions to these differences. Let your sts come up with the not-so-positive ones. What would a logical but negative reaction be from a German visiting the US? Now turn it around, what might the native American visiting Germany think/feel as they interact casually? How might that American be perceived by Germans? Why? This type of discussion gets at comparative perspectives, sociolinguistics and culture gap management.

F. See comments on page 211 that pertain to both activities E and F.

G. (Ext.): a) Bring pictures of different people. Show the pictures and have sts greet that picture. Do they use *du* or *Sie*? Which greeting should they use? Use pics of adults, children, animals and famous people, like politicians.

b) You could also give each person a photo, and they can walk around greeting each other in a similar way.

#### F. Die freundlichen Amerikaner

Yvonne (Hildesheim, DE) has a positive take on German stereotypes of "American superficiality". Read her thoughts here and describe what she likes about the way Americans relate to one another.

Die Freundlichkeit der Menschen in Amerika hat mir am meisten gefallen. Man kritisiert diese Freundlichkeit in Deutschland als oberflächlich, dass die Leute auf einen zukommen und einfach nur fragen, wie es geht und gar keine ehrliche Antwort wollen, sondern einfach nur eine Antwort. Gerade das hat mir gefallen. Denn das macht den Umgang<sup>1</sup> miteinander viel leichter. Gerade so im Geschäft oder auf der Straße oder auf dem Campus ist das eine sehr angenehme Art<sup>2</sup>, miteinander zu kommunizieren. Und man findet eher Kontakt mit Leuten und kann dadurch selber sehen, mit wem kann ich jetzt weitergehen, mit wem kann sich eine Freundschaft entwickeln<sup>3</sup>. Aber dieser erste Kontakt ist einfacher in den USA.

- 1 dealing with  
2 eine angenehme Art – a pleasant way  
3 sich entwickeln – to develop



Was hat Yvonne in den USA gefallen?

Wie findet man diese Art der Kommunikation in Deutschland?

Warum findet Yvonne diese Freundlichkeit gut?

Circle three comparative forms and one superlative form in the text above.

Underline all noun phrases in the accusative. Double-underline all noun phrases in the dative.

#### G. Wie geht es dir?



Using short, everyday phrases in German is important but challenging since they often differ substantially from English phrasing. Work with a partner to decide which response you think would be appropriate for each phrase on the left. After discussing your answers with your instructor, practice these phrases with your classmates.

##### Greeting/Question/Goodbye

- Hallo, grüß dich!
- Hey, was machst du gerade?
- Hallo, alles klar?
- Ich wünsche dir ein schönes Wochenende!

##### Appropriate response (pick one)

- Gut, danke. Und dir?  
Grüß dich!  
Auf Wiedersehen!
- Hey, was machst du gerade?  
Ich geh zur Uni.  
Wie geht es dir?
- Ja, natürlich. Mir geht's gut.  
Wie geht's?  
Du auch?
- Du auch!  
Ebenfalls!  
Grüß dich!

Organization.

(Training to pay attention to *du* vs. *Sie*): *Du* vs. *Sie* is not a natural thing for English speakers to listen for or to file away in memory. Show clips from movies & TV, and have sts figure out which characters are *siez*-ing and which are *duz*-ing.

(Real life): Most of the narratives in this section are about real events in real lives, not just theoretical summaries. This can be a good opportunity for sts to tell personal stories about interacting with other cultures along the lines of the narratives here (or whatever the current topic is). Consider ways to bring some of these personal narratives into your classroom. Sts may not be able to produce them in German without help at this level, but providing language support might have the bonus of bringing meaningful and real stories into your classroom.



**H. Mag ich nicht**

One way to talk about things you like is to use the verb *mögen*. This is for relatively strong and deep feelings. Make a list of 10 things in German that you like or don't like in preparation for activity 9.1I in class, using as many recent vocabulary words as you can. Use correct adjective endings of course!

dumme Leute  
schwarze Katzen  
schlechtes Wetter  
Hausaufgaben für Deutsch  
lustige Professoren

H. (Warm-up): Review unpreceded adjective endings (using the chart at the back of the book). Sts' answers will generally be in the plural or mass nouns. Help sts think about the nouns they choose, then analyze whether they are singular or plural. And why are they in the accusative?

I. (Warm-up): This is a drill-type activity where sts respond more or less automatically. Review the use of *kein* and especially what happens with endings after *kein*. Practice the various forms and do this activity in class with several sts before letting them loose to work with each other.

J. (Tip): Think through carefully how you want to run this activity in class. Should sts bring something prepared or just pull out their smartphones and call up webpages or images? That takes time, but might be more engaging. It may be more successful if sts prepare it as HW first. But the idea is to play into sts' propensity to show each other images, videos and music, so appropriate it for class and have sts respond using *gefallen*. Have fun!

**I. Magst du das?**

Working with a partner, take turns reading the items you wrote in 9.1H above. When your partner reads something, try to say whether you like it or not as quickly as you can.



schwarze Katzen:  
Schwarze Katzen mag ich nicht.  
Ich mag keine schwarzen Katzen.  
Schwarze Katzen mag ich sehr!  
Ich mag schwarze Katzen gern.

**J. Gefällt mir**

One good thing about social media is the ability to “like” something. German uses the verb *gefallen* here instead of *mögen*. *Gefallen* is used for things you see or hear that you like. It is more temporary and immediate than *mögen*. With *gefallen*, the thing you like is the subject of the sentence, and the person doing the liking is put in the dative case.

Prepare a number of images of unusual, surprising, funny, or otherwise memorable things on your smartphone, laptop or tablet to show to others in class. (Keep it appropriate, please.) You can also prepare short music or audio tracks. Take turns with a partner showing your images or music and saying whether you like it or not. Expand the activity by asking whether family members would like the image or music.



[Shows cat video] Nein! Katzen-Videos gefallen mir nicht! Aber Katzen-Videos gefallen meiner Mutter.

[Plays classical music] Ja, das gefällt mir. Ich liebe klassische Musik. Aber das gefällt meinem Bruder nicht.

Organization.

(Answering in complete sentences): It is not to be assumed that sts should always write or answer questions in complete sentences. Native speakers don't do this since often some of the information would be redundant. However, at times the *Auf geht's!* activities specify complete sentence answers in order to give sts additional practice with longer phrases and sentences. They may not be the norm in authentic interactions, but occasionally the extra practice is warranted and will (it is hoped) result in stronger language skills on the part of German learners. In general, though, there is no *a priori* reason why complete sentences are to be preferred.

## K. Siezen und duzen

Read the following text and respond to the prompt that follows.

K. (Warm-up): Have sts brainstorm how they greet certain people in the US, e.g., friend, teacher, parent, boyfriend/girlfriend, etc. Write these greetings, in English on the board. Have sts also think about the ways people greet others differently in the southern US vs. the north.

(Tip): a) Simple rule: *du* with other sts, kids, pets and God. *Sie* with everyone else. Of course, you might want to let your sts know that Americans are more often than not forgiven for speaking to someone with *du* when they should have used *Sie*. However there are always unfortunate exceptions to that rule as well.

b) Share your anecdotes to illustrate how tricky and important this issue can be.

c) Show the Lorient sketch - *Kosakenzipfel*. If you do, you should probably give them some kind of introduction to Lorient. Encourage them to watch other sketches from him as well. You should be able to find these at YouTube.com. Otherwise, they are available on DVD.

Kinder haben es leicht: Sie sagen einfach „du“ zu anderen Menschen. Aber was soll man als Erwachsener machen? Wann sagt man „du“ und wann sagt man „Sie“ zu einer anderen Person?

In Deutschland gibt es im 21. Jahrhundert ein paar neue Trends: In Großstädten sagen immer mehr Leute „du“ zueinander, in kleineren Städten dominiert noch immer das „Sie“. Eine Basisidee ist: „du“ signalisiert Familiarität und Freundschaft; „Sie“ zeigt Distanz und Höflichkeit.

Wen kann man duzen?

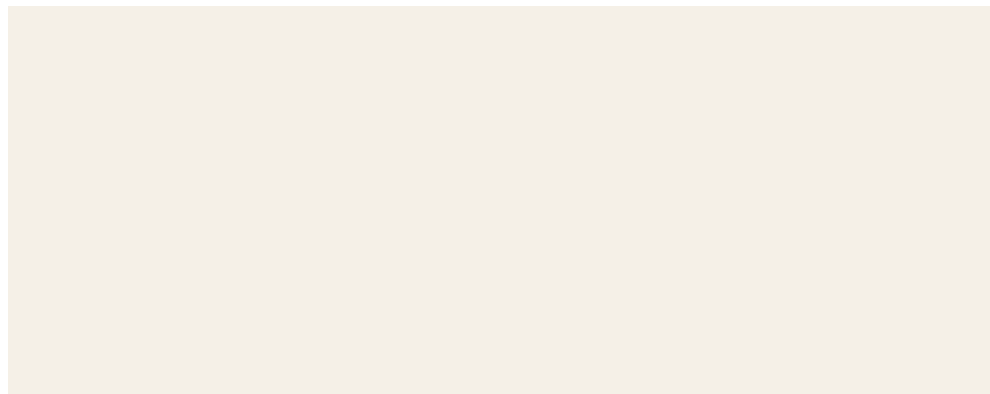
- Kinder und Jugendliche duzen sich immer.
- Studierende duzen sich auch immer.
- Auf Partys sagt man „du“.

- In hippen Cafés oder Geschäften wie H&M benutzt man das Du.
- In der Schweiz benutzt man „du“ mehr als in Deutschland oder Österreich.

Wen sollte man siezen?

- Zu einem Professor in Deutschland, Österreich oder der Schweiz sagt man immer „Sie“. Zum Chef am besten auch.
- Siezen Sie Menschen, die deutlich älter sind als Sie selbst.
- Wenn Sie auf einem Amt (Bürgeramt, Ausländerbehörde) sind, dann alle Personen siezen.
- Wenn Sie sich nicht sicher sind: Lieber „Sie“ sagen als „du“.

Write 3-5 sentences auf Deutsch explaining how distance vs. closeness / intimacy is expressed in your native language and culture, such as use of titles, body language, tone, particular words, etc.



### Organization.

(Explaining their thinking): The purpose of reading activities to help sts comprehend German successfully and work with the texts via their own language production too, all with an aim at improving student proficiency in German and having them think critically and interculturally wherever possible. Often, though, it is difficult to tell if sts are interacting critically with texts if the output is just a single word or a '*Das stimmt*' oder '*Das stimmt nicht*.' If you want more, though, consider periodic probing in German of WHY sts answer the way they did and having them describe reasons from the text. This discourages simple copying of answers to "get the assignment out of the way" and helps model critical thinking and engagement for the sts. As sts explain their thinking, encourage them again to use patterns and chunks of language from the texts to express themselves.

## L. Small Talk

Below are twelve possible small talk subjects. Indicate what you think good topics are with a *G (gut)* and bad ones with an *S (schlecht)*. Then write *auf Deutsch* another three good topics that you can think of.

|                                               |                                             |
|-----------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Politik              | <input type="checkbox"/> Naturkatastrophen  |
| <input type="checkbox"/> Urlaub und Reisen    | <input type="checkbox"/> Wetter und Natur   |
| <input type="checkbox"/> Religion             | <input type="checkbox"/> persönliche Krisen |
| <input type="checkbox"/> Beruf und Ausbildung | <input type="checkbox"/> Kultur und Bildung |
| <input type="checkbox"/> Essen und Trinken    | <input type="checkbox"/> Krankheiten        |
| <input type="checkbox"/> Wohnen und Lifestyle | <input type="checkbox"/> Einkommen          |

3 gute Themen



L. (Tip): Give sts extra tips for talking to Germans. There are no hard-and-fast rules for all. For example, share opinions. *Wetter* is generally good. *Krankheiten* and *Persönliche Krisen* are not. Germans are more likely to have a heated discussion about *Politik* or *Religion* than Americans. *Einkommen* is tricky. Ask your sts about their opinions regarding Americans.

(Ext.): Discuss the tip above with sts, and then ask them how Americans or Canadians might differ; i.e., what do we like to talk about that they might not.

N. (Tip): We suggest this as a skill-building task. Grammar note - Sts were exposed to *wenn*-clauses in Units 4 and 6. We recommend a good review here if you have not done this earlier.

## M. Wie fühlst du dich?

Working with a partner, ask how you feel in the following situations. Don't use any adjectives more than once (for both partners).

regnen  
Wie fühlst du dich, wenn es regnet?  
Ich bin sauer.

viele Hausaufgaben haben  
Wie fühlst du dich, wenn du viele Hausaufgaben hast?  
Ich bin begeistert!

regnen  
schneien  
viele Hausaufgaben haben  
ein freies Wochenende haben  
die Eltern besuchen dich  
Schokolade essen  
der Deutschunterricht verpassen  
früh aufstehen  
bei der Fußball-WM sein  
Videospiele spielen

## N. Wie ich mich fühle

Choose eight emotions from the list on the right and for each word write a sentence about what makes you feel that way. Follow the example sentences below, and note that the conjugated verb goes at the end of the *wenn*, *weil*, or *dass* part of the sentence.



Ich bin sauer, weil ich immer lernen muss.  
Ich finde es unfair, dass ich keinen Wein kaufen darf.  
Ich bin traurig, wenn der Deutschunterricht ausfällt<sup>1</sup>.  
Ich bin oft müde, weil ich zu wenig schlafe.

<sup>1</sup> ausfallen – to be cancelled

Some adjectives you might want to use:

|              |                     |
|--------------|---------------------|
| froh         | happy               |
| sauer        | angry               |
| müde         | tired               |
| munter       | awake, cheerful     |
| nachdenklich | pensive, thoughtful |
| neugierig    | curious             |
| wütend       | angry               |
| enttäuscht   | disappointed        |
| entzückt     | delighted           |
| besorgt      | worried, concerned  |
| gelangweilt  | bored               |
| begeistert   | excited             |

Organization.

(The culture of conversations): Generally Germans feel free to disagree. Arguments about politics, religion or lifestyle can be completely divorced from the personal relationship of the speakers. Americans often avoid heated arguments with people they want to maintain good relations with. Resulting stereotypes: Americans think Germans are too direct, pushy and argumentative. Germans think Americans have no informed opinions about anything and are intellectual wimps. Inform sts that they may find themselves being engaged in conversations/topics in which they feel uncomfortable or even attacked. But that is likely not what is actually going on.

## 9.2 Krank

Culture: Health and wellness

Vocabulary: Terms for illness

Grammar: *Wenn* vs. *wann*

A. (Warm-up): Review dative pronouns. These are used in "Was fehlt Ihnen/dir?" "Wie geht es dir?" and "Mir geht es..."

B. (Warm-up): Review pronunciation of the various items listed here.

(Ext.): Ask sts *Wann braucht man Aspirin?* They can respond verbally (or give them time for in-class writing) with *weil* clauses. You may want to preview a few terms from 9.3 (*Verletzt*) such as *sich schneiden*.

(FYI): 'Over the counter' drugs like aspirin, ibuprofen, antihistamines and decongestant are bought at an *Apotheke*, not a *Drogerie*. In many instances, these same medications are much more expensive in Germany. Of course, the German healthcare system helps patients pay for most, if not all, of the cost of their medication.

### A. Was fehlt Ihnen denn?

Match the German and English phrases below.

- |                                                      |                              |
|------------------------------------------------------|------------------------------|
| <input type="checkbox"/> 1. Ich habe eine Erkältung. | <i>a. I'm fine.</i>          |
| <input type="checkbox"/> 2. Ich habe Kopfschmerzen.  | <i>b. I feel nauseous.</i>   |
| <input type="checkbox"/> 3. Ich habe Husten.         | <i>c. I have a cough.</i>    |
| <input type="checkbox"/> 4. Ich habe Heuschnupfen.   | <i>d. I have hay fever.</i>  |
| <input type="checkbox"/> 5. Ich habe Fieber.         | <i>e. I have a cold.</i>     |
| <input type="checkbox"/> 6. Mir ist schlecht.        | <i>f. I have a fever.</i>    |
| <input type="checkbox"/> 7. Mir geht es gut.         | <i>g. I have a headache.</i> |



### B. Wo kauft man das?

Where would one buy the following in Germany? Check the appropriate box for each. You may need to do your homework in the Interactive first if you aren't sure!

|                        | Apotheke                 | Drogerie                 |
|------------------------|--------------------------|--------------------------|
| Aspirin                | <input type="checkbox"/> | <input type="checkbox"/> |
| Zahnpasta              | <input type="checkbox"/> | <input type="checkbox"/> |
| Mittel gegen Schnupfen | <input type="checkbox"/> | <input type="checkbox"/> |
| Hustensaft             | <input type="checkbox"/> | <input type="checkbox"/> |
| Schlafmittel           | <input type="checkbox"/> | <input type="checkbox"/> |
| Antiallergikum         | <input type="checkbox"/> | <input type="checkbox"/> |
| Pflaster               | <input type="checkbox"/> | <input type="checkbox"/> |
| Sonnencreme            | <input type="checkbox"/> | <input type="checkbox"/> |
| Make-Up                | <input type="checkbox"/> | <input type="checkbox"/> |
| Vitamentabletten       | <input type="checkbox"/> | <input type="checkbox"/> |

### C. Hausapotheke

Was hast du zu Hause? Was haben deine Eltern zu Hause?

|                  | du                       | die Eltern               |                    | du                       | die Eltern               |
|------------------|--------------------------|--------------------------|--------------------|--------------------------|--------------------------|
| Aspirin          | <input type="checkbox"/> | <input type="checkbox"/> | Hustensaft         | <input type="checkbox"/> | <input type="checkbox"/> |
| Insulin          | <input type="checkbox"/> | <input type="checkbox"/> | Inhalator          | <input type="checkbox"/> | <input type="checkbox"/> |
| Hustensaft       | <input type="checkbox"/> | <input type="checkbox"/> | Epinephrin-Spritze | <input type="checkbox"/> | <input type="checkbox"/> |
| Vitamentabletten | <input type="checkbox"/> | <input type="checkbox"/> | Sonnencreme        | <input type="checkbox"/> | <input type="checkbox"/> |

### D. Erkältet

Interview your classmates about what they do when they have a cold, asking several yes/no questions. Answer in complete sentences.



Gehst du zum Arzt, wenn du erkältet bist?

Nein, ich gehe nicht zum Arzt, wenn ich erkältet bin.

zum Arzt gehen

deine Mutter anrufen

viel Medizin nehmen

sich ins Bett legen

Hühnersuppe essen

schwimmen gehen

viel Tee trinken

zur Uni gehen

Organization.

(Target vocabulary lists): In the later units, as sts understand more and the texts become more challenging, they may begin to feel that there are so many words that they will never be able to understand anything. Assure sts that exposure to and practice understanding a range of vocabulary (written and audio) will be good for them in the long run. Help sts focus their own vocabulary learning on words that will be most helpful to them.



## E. Ich habe gefehlt, weil...



It sometimes happens that we miss class or work. Think of two recent times you had to miss class or work and then talk about them with others in your class. Use the conversational or narrative past (*haben* and *sein*) for your answers. Make sure you ask at least one additional question to get more information from your partner(s).

erkältet sein  
meine Schwester hat geheiratet  
müde sein  
die Kurszeit vergessen  
zum Arzt gehen müssen

Ich habe einmal im Unterricht gefehlt, weil ich schrecklichen Husten hatte.  
Warst du erkältet?

Ich habe einmal bei der Arbeit gefehlt, weil ich eine Grippe hatte.  
Bist du noch krank?

E. (Warm-up): Have sts brainstorm in SMGR reasons why they might have to miss class. Have them report back to the class.

(Ext.): What do these tendencies indicate about underlying attitudes in the US: short-as-possible hospital stays, very little vision insurance coverage, high-tech tests for everything, many people on prescription meds long-term?

F. (Warm-up): Ex F is a warm-up to ex G.

G. (Ext.): What kinds of crazy remedies have you used or at least heard of. Have sts share stories?

## F. Wenn ich erkältet bin...

Below are three typical home remedies that Germans use when they feel sick. Comment next to each one whether you think it works or not (such as *Gute Idee* or *Das hilft nicht*).

1. Wenn ich gestresst bin, gehe ich im Wald spazieren. Das tut gut!
2. Wenn ich Husten habe, mache ich ein Dampfbad<sup>1</sup>.
3. Wenn mir schlecht ist, trinke ich Cola und esse Salzstangen<sup>2</sup>.

<sup>1</sup> steam bath  
<sup>2</sup> pretzel sticks

Now complete the sentences below by stating what you do when you don't feel well.

4. Wenn ich gestresst bin, ...
5. Wenn ich Husten habe, ...
6. Wenn mir schlecht ist, ...
7. Wenn ich Schnupfen habe, ...
8. Wenn ich Kopfschmerzen habe, ...
9. Wenn ich Sonnenbrand habe, ...

## G. Was machst du dagegen?



Using your answers in 9.2F above, start a conversation with a few of your classmates to see whether you each do the same things when you are sick.

Was machst du, wenn du gestresst bist?  
Wenn ich gestresst bin, gehe ich ins Kino.  
Und was machst du?  
Ich gehe im Wald spazieren.



Organization.

(Text questions in German vs English): The qns for ex F are in German in order to recycle that vocabulary through the processor a couple more times. The primary focus here is structures and vocab building, not culture learning per se. You'll notice that in other activities, basic comprehension qns often encourage sts to read through the text; they are phrased in such a way that sts can't just scan for one key word and then copy that phrase into the answer box.

## H. Magenbeschwerden

Claudia (Hannover, DE) talks about a time she was having stomach problems. Read through her comments and answer the questions that follow.

H. (Tip): Health issues are something many sts have experienced. Tap into your sts' experience as you can, being aware that the issues may sometimes be serious and sts might be justifiably unwilling to share them in class. Use your best judgment to strike the balance between interpersonal and intrusive.

(Possible answers): 1) falsch (vor Kurzem) 2) falsch (kein Arzt konnte ihr weiterhelfen) 3) falsch (die Diagnose war eine Katastrophe) 4) richtig 5) falsch (Sie isst gern Eis.) 6) falsch (Sie kann ein bisschen essen.) 7) falsch (Sie muss noch nachdenken.) 8) Richtig 9) Richtig 10) Richtig (Es ist jetzt Routine.)

(Tip): As with many reading activities in *Auf geht's!* there may be different possible answers. Have sts explain their answers and acknowledge ambiguity and different ways of seeing / reading. That is real life!

Jetzt vor Kurzem<sup>1</sup> war ich lange Zeit krank und hatte mit meinem Magen ganz schlimme Probleme. Kein Arzt konnte mir weiter helfen. Ich wurde von einem zum nächsten Arzt geschickt, hatte zwei Magenspiegelungen<sup>2</sup> und man konnte nicht so wirklich sagen, woran es liegt<sup>3</sup>. Jetzt habe ich vor acht Monaten endlich die einfache Diagnose bekommen, dass ich Laktose intolerant bin. Also ganz einfach. Mittlerweile weiß ich, was ich essen kann, damit es mir gut geht und von daher bin ich jetzt topfit. Ganz am Anfang war es eine Katastrophe für mich, weil ich unglaublich gerne Käse esse, unglaublich gerne auch mal ein

- 1 recently  
2 gastroscopy  
3 what the cause was

Eis esse, aber man lernt disziplinierter zu sein. Man kann nicht mal zum Eismann gehen und sich ein Eis holen, man muss sich das überlegen, ob es sich wirklich lohnt<sup>4</sup>.

Es gibt diese Laktose Tabletten, die man einnehmen kann. Laktoseintoleranz bedeutet, dass man ein Enzym nicht hat, das die Milch abbaut. Dieses Enzym fehlt mir und die Tabletten geben dem Körper dieses Enzym wieder. Aber man will nicht zu viele von diesen Tabletten nehmen. Am Anfang war es schwierig, jedes Mal zu überlegen: Darf ich es essen oder darf ich es nicht essen? Mittlerweile ist das zur Routine geworden.

- 4 es/das lohnt sich – it is worth it

For each statement below, write whether it is richtig (r) or falsch (f). Then write the number of each next to the part of the text that relates to that statement.

1. Claudia hatte als Kleinkind Magenprobleme.
2. Der erste Arzt konnte Claudia sofort helfen.
3. Claudia denkt, dass der Arzt eine Katastrophe war.
4. Jetzt geht es Claudia ganz gut.
5. Claudia fand es von Anfang an einfach, ohne Milchprodukte zu leben.
6. Claudia isst keinen Käse mehr.
7. Jetzt kann Claudia wieder ohne nachzudenken alles essen.
8. Laktoseintoleranz ist ein körperliches Problem.
9. Es gibt Tabletten, die bei Laktoseintoleranz helfen.
10. Claudia hat keine größeren Schwierigkeiten mehr mit ihrer Laktoseintoleranz.

Write here 3 accusative phrases and 3 dative phrases you find in the text above and explain why they are in the case they are.

Write three German sentences about a time when your diet was restricted. What led to that? What couldn't you eat or drink? Use past tense modals like konnte, musste, durfte, etc.

### Organization.

(Peer response): Consider having sts post writing responses or end-of-unit essays to an online forum and having each student respond to one or two of their peers. Ideally, the essay will be personal and long enough to provide plenty of room for follow-up peer comments. Keeping responses focused on meaning (rather than grammatical correctness) will encourage them to express themselves well.

One follow-up might be to have students respond to each other's writing with ideas about how they think native German speakers might react (anticipating differences). Another step is to find native German speakers who themselves would respond to your sts' writing: it is very exciting to get real responses from real people to their writing, bringing home again the concept that learning German is a way to connect to the REAL world; it is not just a classroom exercise.

**I. Diagnose**

For each list of symptoms, give your diagnosis (in German!) as to what you think the condition is.

|           |                  |              |                            |
|-----------|------------------|--------------|----------------------------|
| Diabetes  | Liebeskummer     | Grippe       | Ohrenentzündung            |
| Erkältung | Lungenentzündung | Heuschnupfen | Pfeiffersches Drüsenfieber |

hohes Fieber, starker Husten, müde, schwach, Schmerzen beim Atmen

Fieber, Schwindel<sup>1</sup>, Schmerzen im Ohr

Halsschmerzen, Schnupfen, Husten, Nase läuft, frösteln<sup>2</sup>

hohes Fieber, Muskelschmerzen, Husten, starke Müdigkeit, Kopfschmerzen

Augen tränen, Schnupfen, Niesattacken, Nase läuft

Kopfschmerzen, Bauchschmerzen, Konzentrationsprobleme, Schlaflosigkeit, Pessimismus, Appetitlosigkeit

- 1 dizziness  
2 chills



I. (Warm-up): Go through the various symptoms as a class. Many are from the vocabulary list; others are cognates or can be understood from the constituent parts of compound nouns.

(In class): Have sts give their diagnoses. Sometimes diagnoses can differ, just like in real medicine.

(Ext.): Ask sts about their own experiences with the condition listed and have them explain in German what their symptoms were. Were they the same as those listed in the activity? What differences were there?

J. (Tip): Review the symptoms listed in activity I above and brainstorm with the class on other possible symptoms for an ailment. Then have sts work with a partner filling in the rest of this activity. They should both write their responses here in the text for activity K.

K. (Tip): You can have groups of four do this (two sets of partners) or have sts work individually going around and working with another partner.

**J. Wie reagiert der Körper?**

Our bodies often respond negatively to different stressors in life. Work with a partner and create a list of symptoms (in German) that might be brought on in each of the situations listed.



drei Midterms am nächsten Tag

2 Liter Vanilleeis gegessen

MitbewohnerIn hat dich angeschrien<sup>1</sup>

Marathon gelaufen

PartnerIn hat Schluss gemacht<sup>2</sup>

- 1 screamed at  
2 broke up with you

**K. Woran leidest du?**

Work with another student/group and take turns describing the symptoms in 9.2J above. See if you can guess what situations are the cause of the symptoms.



Organization.

(Connecting the dots): Sts often are not good at understanding how previous learning can be applied to their current problem. This means that connecting the dots can be a good use of instructor time. For instance, activity H features a native German talking about symptoms of her lactose intolerance. Then in activity I, sts see a list of symptoms and health conditions and match them. Activity J has sts create their own list of "symptoms" (moving into controlled production) and activity K wraps up the sequence with a free discussion on the same topic. Each activity builds on the previous one while offering implicit scaffolding for the next. Where can sts find the information they need? Have them search the page for language they can use. Hopefully it won't take them long to identify words and phrases that can be useful. *Auf geht's!* activities often flow into each other, but sts may not recognize this without instructors helping them to connect the dots until it becomes a habit for them to look for these aids on their own.

L. (Warm-up): Use ex L as a warm-up to ex M. Have sts work in pairs and report back with 2 sentences.



M. (Warm-up): Have sts work in SMGR, and if they want, share stories of when they were in the hospital or others they know were in the hospital. Of course, don't push anyone to share a story that they want to keep private. You may want to share a story yourself, if the topic proves unfruitful.

(Reading): Try an activity of speed-reading. Have sts work in pairs. They should read the qns first and think about what kinds of information they will need to glean from the paragraph. Then, give sts 5 minutes at most to answer qns 1-5. How much did they understand?

(HW): Have sts answer qn 6 as HW. Consider having them write a paragraph. Let them describe a fictitious experience if they choose. But be sensitive of ongoing or life-altering illnesses, recent deaths in the family, etc. They can always write about their birth instead for any reason.

### L. Glück im Unglück

With a partner, brainstorm as many possible advantages and disadvantages of staying in the hospital as you can. Feel free to exaggerate both sides of the story for comic relief.

den ganzen Tag fernsehen können  
neue Krankheit bekommen  
viele Medikamente schlucken müssen  
nicht aufstehen dürfen  
ruhig liegen bleiben sollen  
nette Krankenpfleger haben

Man kann den ganzen Tag fernsehen.  
Man darf nicht rauchen.

### M. Im Krankenhaus

Read Anja's (Braunschweig, DE) story of being in the hospital as a child and answer the questions that follow.



Als ich sechs Jahre alt war, da haben sie mir die Mandeln<sup>1</sup> herausgenommen. Dafür musste ich fünf Tage ins Krankenhaus und ich habe es wirklich gehasst. Das Zimmer sah so steril aus und im Krankenhaus riecht es auch immer so komisch. Klinisch eben. Nach der Operation konnte ich nicht richtig schlucken<sup>2</sup> und sollte die ganze Zeit Vanilleeis essen. Und dabei habe ich doch Vanilleeis überhaupt nicht gemocht. Als ich dann endlich wieder zu Hause war, habe ich mir geschworen, dass ich nie wieder ins Krankenhaus zurückgehen werde. Und ein Jahr später hatte dann meine ältere Schwester einen schlimmen Autounfall und war sechs Wochen im Krankenhaus mit gebrochenen Beinen. Da habe ich dann gedacht, dass ich eigentlich Glück gehabt hatte.

<sup>1</sup> tonsils

<sup>2</sup> schlucken – to swallow

1. Wie alt war Anja, als sie ins Krankenhaus musste?

2. Wie lange musste sie dort bleiben?

3. Was war der Grund für den Krankenhausaufenthalt<sup>3</sup>?

<sup>3</sup> hospital stay

4. War das ein schöner Aufenthalt für sie? Warum oder warum nicht?

5. Warum glaubt Anja, dass sie eigentlich selbst Glück gehabt hatte?

6. Warst du auch schon einmal im Krankenhaus? Wann? Warum?

### Organization.

(Spiral learning): Conscientious recycling of grammar or culture learning occurs throughout *Auf geht's!*. Each time we hit a topic again there is a slight expansion or extension. This spiral learning returns again and again to similar tasks, issues, topics and skills. But the spiral also progresses in a direction. So, if your sts say: we already did modal verbs in the past, remind them that this is part of spiral learning. This is the chance to practice something familiar with new vocab, contexts or just plain more. Practice does not make perfect but it makes things better and for our purposes more automatic.



## N. Zecken

In both Germany and Austria, tick season (April to October) is greeted with public health campaigns warning of their danger and encouraging everyone to get vaccinated. Read about Frau Wegel's (Göttingen, DE) encounters with *Zecken* and what you can do about them. Then answer the questions that follow.

Meinen ersten Zeckenbiss<sup>1</sup> hatte ich im Alter von 10 Jahren. Meine Großmutter kratzte<sup>2</sup> das Tier mit Hilfe ihrer Fingernägel heraus. Damals und bis vor wenigen Jahre glaubte man, dass Zecken jahrelang ohne zu essen auf Bäumen warten können, um dann auf ein Tier oder einen Menschen unter ihnen zu fallen. Nach der Landung krabbeln<sup>3</sup> die Zecken beim Menschen dann an warme Stellen am Körper (am liebsten unter Arme oder in die Haare). Ich bin also nicht mehr direkt unter Bäume gelaufen, aber habe trotzdem überall Zeckenbisse bekommen. Später hat mir ein Arzt erzählt, dass Zecken auch in hohen Gräsern und Büschen sitzen und dort lange warten... und immer auf mich!

Wenn man eine Zecke hat, kann man folgende Dinge versuchen:

- 1 der Biss – bite
- 2 herauskratzen – to scratch, dig out
- 3 to crawl

- die Zecke mit Öl oder Klebstoff<sup>4</sup> bestreichen,
- ein Vollbad nehmen und warten, bis die Zecke nach oben schwimmt, oder
- sie mit einer Zeckenzange gegen den Uhrzeigersinn<sup>5</sup> herausdrehen<sup>6</sup>.

Aber nicht mit den Fingernägeln herauskratzen!

Ich habe oft Impfungen<sup>7</sup> gegen Zecken bekommen und bin deshalb nie krank geworden. Aber Zecken sind gefährlich für den Menschen. Deshalb ist die FSME<sup>8</sup>-Impfung besonders wichtig, weil sie vor dem FSME-Virus schützt<sup>9</sup>. Wenn man diesen Virus von einer Zecke bekommt, dann kann man eine Hirnhautentzündung, also Meningitis, bekommen.

- 4 glue
- 5 counter-clockwise
- 6 to unscrew
- 7 vaccinations
- 8 tick-borne virus
- 9 schützen – to protect

1. Welchen Mythos über Zecken glaubte Frau Wegel noch bis vor wenigen Jahren?

2. Welche Methode zur Zeckenentfernung findest du am besten? Warum?

3. Warum sollte man sich gegen Zecken impfen lassen?

4. Is there a similar seasonal health issue in your country?

## O. Als ich einmal krank war

Write a 75-word essay about a time when you were sick. Address how you felt, what your parents or doctor did to help you, and how you got better.



Einmal hatte ich Pfeiffersches Drüsenfieber! Zuerst habe ich hohes Fieber bekommen und war sehr müde. Dann hatte ich auch schlimme Halsschmerzen und konnte nicht mehr schlucken...



N. (Warm-up): Have sts brainstorm what animals or insects bite or are poisonous. This will give you a chance to practice the names of animals. Introduce new vocab words or have them look them up.

(Reading): Have sts read this text and answer qns 1-3 in SMGR. Have them report back.

(Post-Reading): Discuss qn 4 as a class. Again, introduce new vocab if needed.

O. (Warm-up): Have sts brainstorm the names of different sicknesses and diseases in German. Have them work in pairs and with dictionaries. Each pair should come up with the names of five. Have them report back to the class by writing the names on the board.

(Writing): Consider making this an in-class activity and/or writing assessment. Let sts use their dictionaries. Give them 15 minutes to brainstorm and write their essays. Collect these at the end of the hour.

Organization.

(Revisions on essays): You most likely give your sts comments and/or corrections on their written essay assignments. However, do you let them correct their essays? In any case, think about giving sts only comments and/or suggestions on a written assignment. Don't, however, correct their grammar. Instead, circle mistakes. Let sts correct their work. Check it again. If you have the time, let them continue to correct their work until that assignment is perfect. They will feel the reward of finally having done something more complicated without having had all the answers handed to them, progressing it from a first draft to perfectly correct.

## 9.3 Verletzt

Culture: Accidents  
Vocabulary: *Körperteile*  
Grammar: Reflexive verbs

A. (Tip): Plural forms are difficult for beginning sts but are especially important for *Körperteile* – try to work in practice for these forms throughout the rest of Unit 9.

B. (Ext.): A fun activity can be for sts to spend 3–4 minutes drawing pictures of mythical creatures or aliens or other bizarre beings, then projecting them and having sts list the number of various *Körperteile*. Recycling one of these images for a quiz or unit test can also be effective.

C. (Tip): Have sts work in SMGRs to do this without internet support (i.e., don't assign it as HW) so that they work on guessing from context and by analyzing the language rather than using this as a look-up activity (which misses the goal of promoting critical thinking and linguistic analysis).

(Ext.): a) Investigate for any cultural differences. Do these sayings in German make more sense than their English equivalents?

(Ext.): b) Have sts analyse the *Redewendungen* for case, explaining what case the noun phrases are in and why.

C. (Answers): 1) a 2) l 3) e 4) d 5) f 6) c 7) b 8) k 9) h 10) j 11) g 12) i

### A. Mehrzahl

Write the plural form of each word below in German.

Arm

Fuß

Bein

Brustkorb

Daumen

Finger

Hand

Kopf

Zeh

Zunge

Auge

Magen

### B. Wie viele?

With a partner, ask each other how many body parts in 9.3A above various beings have.



Ellbogen: Wie viele Ellbogen hat der Mensch? Zwei.

der Mensch  
ein Hund  
ein Insekt  
ein Fisch

### C. Redewendungen

Match the German sayings or phrases with their closest English equivalent.

1. auf großem Fuß leben

2. eine dicke Lippe riskieren

3. mit Haut und Haar

4. ein Auge zudrücken<sup>1</sup>

5. Lügen<sup>2</sup> haben kurze Beine.

6. Eine Hand wäscht die andere.

7. Finger weg!

8. die Nase voll haben

9. Hals und Beinbruch!

10. eine Nervensäge sein

11. einen grünen Daumen haben

12. jemanden auf den Arm nehmen

a) to live high on the hog

b) Hands off!

c) You scratch my back, I'll scratch yours.

d) to turn a blind eye

e) completely; totally

f) The truth will prevail.

g) to have a green thumb

h) Break a leg!

i) to pull somebody's leg

j) to be irritating

k) to be sick of something

l) to say something provocative



Trinkhalle, Baden-Baden

### Organization.

(Planning for oral activities): A number of oral activities in *Auf geht's!* can be enhanced by allowing sts time to prepare in class. Usually this can be 2–3 minutes of writing where each student picks the items they will respond to and writes out their simple responses. Then, when sts get into small groups, they are primed and ready to talk. Don't let them read their response from their paper or computer – the purpose is not to say exactly what they wrote but to have the writing process scaffold their production by helping them organize their thoughts and prepare specific lexical items they will use.

**D. Schon passiert?**

We probably all know people (including ourselves) who have been injured. Fill in as much of the table below as you can about yourself or people you know.

|                                                | Wer? | Wann? | Wo? |
|------------------------------------------------|------|-------|-----|
| sich den Arm brechen                           |      |       |     |
| sich das Bein brechen                          |      |       |     |
| sich den Fuß verstauchen                       |      |       |     |
| eine Gehirnerschütterung <sup>1</sup> bekommen |      |       |     |
| sich das Knie verrenken                        |      |       |     |
| sich den Rücken verletzen                      |      |       |     |

<sup>1</sup> concussion

D. (Warm-up): Ask sts who has broken a bone.

(Practice): Make this a mixer exercise. Have sts take their books in hand and go around the room to interview people. Let them know they can always talk about a friend or family member if they have not broken or hurt something themselves. Have sts report back their findings to the class.

**E. Was ist passiert?**

In small groups, ask each other about what you wrote in 9.3D above. If you are curious to hear more, keep asking questions! Express your surprise or horror as appropriate.

Wer hat sich den Arm gebrochen?  
Wann ist das passiert?  
Wo ist das passiert?  
  
Das ist ja schrecklich!  
Geht es ihm/ihr/dir besser?  
Das gibt's doch nicht!  
Wirklich?

**F. Extremsportarten**

Martin leads a very active life, and his interests include various *Extremsportarten*. Match the injury on the right to the most logical *Extremsportart* on the left.

- |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>1. Freestyle-BMX-Rennsport</li> <li>2. Eisklettern<sup>2</sup></li> <li>3. Freitauchen<sup>3</sup> im Ozean</li> <li>4. Bungee-Springen</li> <li>5. Unter-Eis-Hockey</li> <li>6. Einhandsegeln</li> <li>7. Skydiving</li> <li>8. Base-Jumping</li> </ul> | <ul style="list-style-type: none"> <li>a) Da können die Zehen und Finger abfrieren.</li> <li>b) Da kann man unter Wasser erfrieren.</li> <li>c) Vielleicht öffnet sich der Fallschirm nicht.</li> <li>d) Man kann sich die Knochen brechen.</li> <li>e) Möglicherweise<sup>4</sup> springt man in ein Gebäude.</li> <li>f) Man bekommt keine Luft mehr.</li> <li>g) Man kann sich den Nacken verletzen.</li> <li>h) Man verletzt sich und ist allein auf dem Meer.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<sup>2</sup> klettern – to climb  
<sup>3</sup> tauchen – to dive

<sup>4</sup> possibly



Fahrrad-Fest, Hamburg

E. (Ext.): Have sts play a game of charades. Have sts act out certain injuries, and the others need to guess. You can have sts make cards in advance. Each group makes 5 cards. Collect cards and individuals come to the front and act out that card.

F. (Warm-up): a) Have sts make an associogram around the topic of *Extremsportarten*. Have any of your sts ever participated in any of these sports? Have they ever hurt themselves?

b) You could also show some clips of people doing *Extremsportarten*.

(Practice): Have sts answer the qns in pairs. Then, call on individuals to answer the qns in complete sentences.

### Organization.

(Choosing videos for class): Choose your video material wisely for class. First, make sure to always view the material before you show it in class. In particular, you want to make sure that videos from online sources like YouTube.com are appropriate for the university and your course. This is not only a question of an R vs. a PG rating, but also you want to choose videos in which people speak in German. Is the video intact? Plus, you need to consider audio-visual capabilities and complications. Will you be able to use a DVD or the internet? What will you do if your AV sources are suddenly not available? Always have a back-up just in case.



## G. Krankenversicherung

Read the text below about different types of health insurance (*Krankenversicherungen*) available in Germany, Austria, and Switzerland. Then answer the questions that follow.

G. (Warm-up): Have sts discuss the differences between a social and a private healthcare system. You could conduct this discussion in English for more depth. If they don't have an answer, be prepared to give them a short introduction.

(Pre-Reading): Have sts write words they don't know on the board. Let other sts help them, and you too, to guess at their meaning. Part of learning German means learning to take words apart in an attempt to guess their meaning. This doesn't always work, but often-times it does.

(Reading): Have sts read the text aloud. Let sts read one or two sentences each.

(Post-Reading): Have sts answer qns as a class. You can let one or all of these qns turn into a longer discussion. Encourage sts to speak only in German. Write vocab on the board as needed to ensure the flow of the conversation.



Baden-Baden

In Deutschland, Österreich und der Schweiz müssen alle Menschen krankenversichert sein. Es gibt gesetzliche und auch private Krankenkassen. Alle Menschen haben das Recht auf eine gesetzliche Krankenversicherung. Nur ca. 9% der Menschen in Deutschland und Österreich haben die teurere Variante: eine private Krankenversicherung. In der Schweiz gibt es eine andere Regelung: man muss eine Grundversicherung haben, kann aber dann auch noch eine private Zusatzversicherung kaufen. Mehr als 80 Prozent der Menschen in der Schweiz haben diese Zusatzversicherung.

Besonders für ausländische Studierende in Deutschland ist eine Krankenversicherung ein absolutes Muss. Ohne Krankenversicherung kann sich niemand an der Universität immatrikulieren. Wenn man schon an der Universität ist, aber keine Versicherung mehr hat, kann man auch exmatrikuliert werden. Eine gesetzliche Krankenversicherung in Deutschland ist relativ billig: ca. 60€ bis maximal ca. 132€ pro Monat.

1. Welche zwei Arten von Krankenkassen gibt es in diesen Ländern?
2. Können alle Menschen eine Krankenversicherung bekommen?
3. Was ist teurer: eine gesetzliche oder eine private Krankenversicherung?
4. Ist die private Zusatzversicherung in der Schweiz eine beliebte Option?
5. Was passiert, wenn man als Student keine Krankenversicherung hat?
6. Wie viel kostet die Krankenversicherung als Student?
7. Und in deinem Land: Müssen da alle Menschen eine Krankenversicherung haben?

Organization.

(When qns turn into conversations): Sometimes a simple, unsuspecting qn can turn into an intense SMGR or all-class discussion. Don't always be persuaded to stop the sts and move on to the next ex in the name of timeliness. Instead, judge whether or not sts are using German in productive ways. Is the conversation fruitful? If so, encourage sts to continue talking and act as a guide. Write vocab words on the board as needed. Don't correct grammatical mistakes unless they ask you to. Instead, let their conversation flow freely. Of course, if the conversation has taken its course, move on to the next activity. Another way to encourage such a productive conversation is to let sts write about the topic for HW or better yet, create a blog for sts where they continue their discussion at home. There is nothing better than having sts want to continue to speak German outside of the classroom.



**H. Ergänzen**

Complete each sentence with an appropriate word or phrase from Unit 9.

- Meine Nase \_\_\_\_\_ .
- Ich bin vom Rad \_\_\_\_\_ .
- Ich habe mich \_\_\_\_\_ .
- Ich fühle mich \_\_\_\_\_ .
- Ich habe mir den Arm \_\_\_\_\_ .
- Ich habe mir den Fuß \_\_\_\_\_ .
- Mir ist nicht \_\_\_\_\_ .
- Ich habe mir in den Finger \_\_\_\_\_ .
- Ich huste \_\_\_\_\_ .



H. (Warm-up) Pick one or two of the prompts and have sts brainstorm on all the possible ways they can come up with to complete them.

(Ext.) Do the activity in reverse: give sts some final words and have them brainstorm with a partner on possible beginnings for each completing word or phrase.

I. (Tip) This is a language-awareness activity. Sts need to translate so that they can show they actually understand the phrases and notice the simple past forms and how they affect meaning. Do this activity as HW and simply check in class some of the answers and which ones are in the simple past tense.

J. (Tip) Make sure to give this activity enough time. You may want to bring markers and paper so they can create props to go with their commercial. Give sts time limits so they stay task-focused.

**I. Gestern oder heute?**

Give the English equivalents to all the statements below and put a check next to the ones that are in the past.

**Horst**

- ging zum Krankenhaus. ☐
- muss im Bett bleiben. ☐
- ist sehr krank. ☐
- hatte hohen Blutdruck. ☐
- will viel Wasser trinken. ☐
- rief seine Freundin an. ☐

**Claudia**

- fühlt sich schlecht. ☐
- legte sich früh ins Bett. ☐
- nahm Aspirin-tabletten. ☐
- geht nicht zur Uni. ☐
- arbeitete den ganzen Tag. ☐
- soll sich ausruhen. ☐

**J. Werbung**

In groups, prepare a commercial for a new treatment or pill that appeals to your classmates. Remember to include symptoms/injuries that it treats and all possible side effects. Then, present your commercial to the class.



das Problem:  
Kopfschmerzen  
Halsschmerzen  
Rückenschmerzen  
Muskelschmerzen

das Medikament dagegen:  
eine Tablette  
eine Creme  
eine Salbe  
Pulver

Zu viel Sport?! Muskelschmerzen? Dagegen hilft unsere neue Salbe Sportnifix! Und was ist das Geheimnis unserer Salbe?

Organization.

(Using student input in course goals): The big learning goals are up to you and your department. But at some level, sts can be motivated by knowing their input makes a difference. Allowing sts to help decide the target vocabulary for 9.2 and 9.3, for example, not only brings sts blatantly and consciously into the setting of their own learning goals, but it also trains them to do this for themselves: assess which vocabulary will be most useful and target it in their learning.

## K. Fahrradunfälle

Read these three descriptions of bicycle accidents and answer the questions that follow.

K. (Warm-up): Review conversational past and modals in the past as necessary. Remind sts to use the LB and IA texts as a source for models.

(Answers): a) Brita b) Adenika c) Christine d) Adenika e) Brita f) Brita g) Adenika h) Christine i) Adenika

L. (Tip): Use this as an in-class activity where internet research is not allowed. This leads sts to use analytical and critical thinking skills to take educated guesses. The objective is to have sts attend to compound words and practice deriving the meaning from the parts of the compound.

(Answers): 1) Kardiologe 2) Zahnarzt 3) Hautarzt 4) HNO-Arzt 5) Frauenarzt 6) Nervenarzt Neurologe is possible too) 7) Augenarzt 8) Kinderarzt 9) Fußarzt 10) Psychiater

**Brita (Potsdam, DE):** Da bin ich mit dem Fahrrad gefahren, auf dem Fahrradweg. Und dann hat mich rechts einer überholt<sup>1</sup>, und der kollidierte mit mir und ist dann weitergefahren, während ich mit meinem Fahrrad auf den Boden fiel. Als er das merkte, kam er wieder zurück, kümmerte sich um mich und hat dann Polizei und Notarzwagen angerufen. Dann haben sie mich abtransportiert und ich habe erstmal eine Weile im Krankenhaus gelegen. Ich habe mir das Becken<sup>2</sup> gebrochen, ich habe mir die Wirbelsäule<sup>3</sup> gebrochen, ich habe mir die rechte Hand gebrochen, ich habe mir den rechten Ellenbogen gebrochen, ich habe mir die rechte Schulter geprellt<sup>4</sup>. Ja, und ansonsten war ich grün und blau am ganzen Körper.

- 1 überholen – to pass  
2 pelvis  
3 spine  
4 sich prellen – to bruise

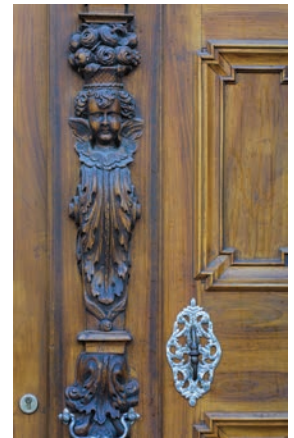
**Adenika (Berlin, DE):** Ja ich habe mal einen Fahrradunfall gehabt aber das war nicht so schlimm. Ich wollte mit dem Fahrrad über den Bordstein<sup>5</sup> fahren und bin dann abgerutscht<sup>6</sup> und gegen einen Briefkasten<sup>7</sup> gefahren und dann umgefallen. Das war lustig, aber ich wusste auch nicht in dem Moment, ob ich weinen oder lachen sollte. Aber es war nicht so schlimm, der Briefkasten war ein bisschen demoliert und wir haben ihn dann ersetzt.

**Christine (Göttingen, DE):** Vor einem Jahr, da wurde mir die Vorfahrt genommen, da bin ich mit dem Fahrrad den Berg runter gefahren und das ist ein Fahrradweg, der für die Fahrräder von beiden Seiten zu befahren ist und der Autofahrer hat mich nicht gesehen. Und dann bin ich seitlich gegen das Auto gefahren. Mein Fahrrad hatte einen Totalschaden. Ich habe zum Glück nur ein blaues Knie davongetragen.

- 5 curb  
6 fell off  
7 mailbox

| 1. Who...                | Brita                    | Adenika                  | Christine                |
|--------------------------|--------------------------|--------------------------|--------------------------|
| broke her back?          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| had a minor accident?    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| wrecked her bike?        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| damaged other property?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| went to the hospital?    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| was seriously bruised?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| injured her knee?        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hit a car?               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| almost laughed about it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Underline all verbs in the narrative past. How many did you find?



## L. Spezialisten

Match each English term for a medical specialist with the German translation.

1. cardiologist

2. dentist

3. dermatologist

4. ENT-specialist

5. gynecologist

6. neurologist

7. ophthalmologist

Augenarzt

Kardiologe

Fußarzt

Nervenarzt

HNO-Arzt

Frauenarzt

Kinderarzt

Hautarzt

Psychiater

Zahnarzt

8. pediatrician

9. podiatrist

10. psychiatrist

Organization.

(Harmonizing task and language): Consider the task (what you're really asking the sts to do) and your learning goals (content vs structures vs IC thinking). We suggest: English for brainstorming, deep analysis, complicated synthesis and reflection or for those 90-second reports where you're tapping the 'expertise' of a class member for the benefit of all. Realize though that much of this information and processing can be recapped and later reviewed by the teacher in German, e.g., basic summarizing, especially of texts in German, making statements and comparisons, personalizing info and basic classroom negotiation. At this point we need to remind sts too that this is both a language and culture course. Sometimes language is the focus! But at many times culture is in the driver's seat.

**M. Unglück**

In small groups discuss who has been injured the most and how. Take some notes in the box below and prepare to report your most interesting findings to the class.



Hast du schon einmal einen Unfall gehabt? Was für ein Unfall war das?

Hast du dir etwas gebrochen? Was?

Bist du schon einmal in einem Rettungswagen transportiert worden? Warum?

Warst du lange im Krankenhaus? Warum?

M. (Warm-up): a) Have sts brainstorm a story to present to the class tomorrow. Tell them they can be creative, e.g., write about fairytale figures or famous people.

(HW): Have sts write stories about an accident. This is going to be a class presentation.

(Pre-Reading): In preparation for their presentation, have sts write key words on notecards. Then, let them practice reading aloud to their group or a partner. You might want to give them an example of how to project and pronounce words, etc.

(HW): Let them practice and prepare for their presentation as HW again.

(Reading): Spend a good part of the hour on storytelling, letting your sts present their stories. If you have many sts, you may want to let them present in groups. Switch the groups up so that the members of the new group have not yet heard the stories.

**N. Ich habe mich verletzt**

Write an essay of approximately 75 words describing a time when you were injured.

Ich habe mir den Arm/das Bein/die Hand gebrochen/verstaucht.

Ich habe mir den Finger geschnitten.

Ich habe mich schwer verletzt.

Ein Auto hat mich angefahren.

Ich musste im Krankenhaus bleiben/im Bett liegen/mich zu Hause erholen.

Als Kind hatte ich einen schlimmen Unfall. Ich war in der 1. Klasse. Jeden Morgen bin ich zur Schule gelaufen. Einmal war ich sehr müde. Ich habe nicht nach links gesehen. Aber dann habe ich einen großen Lastwagen gesehen. Der Lastwagen hat mich angefahren. Ich habe mir die Beine gebrochen. Es war schrecklich! Ich musste sechs Wochen im Krankenhaus bleiben. Aber ich bin jetzt wieder gesund! Ich habe also Glück im Unglück gehabt.



### Organization.

(Health and injury): Sts often like to talk about important events in their life such as interesting or serious injuries or illnesses. Leave time for personal narration in class, and consider some time for 'instructor speak' where you tell stories of your own life in regards to illness and injury. Of course, you need to be extremely sensitive here as well – have any sts lost a parent or sibling to illness or accident this semester? If your school is small, has there been a death of a student in your community recently? It may not be best to dwell on these stories in class if that is the case. On the other hand, some sts want to talk about real life and such events, and it can work to bring the class closer together, since 'real life' is happening in your German class. As the instructor, you have to make this call, and it's not always easy!

# 9.4 Lebensabschnitte

Culture: *Lebensabschnitte*

Vocabulary: Wedding &amp; ceremony terms

Grammar: Noun endings

A. (Warm-up): a) Warm up by explaining a bit about each of the 8 'events' and tell sts something about yours. As you describe your experience, note if it was *super wichtig*, *ziemlich wichtig* or *gar nicht wichtig*.

b) Ask a few sts about their *erstes Konzert* or *erstes Auto*, and have them say a sentence or two about it and how important it was or wasn't. Then have them work with a neighbor describing each thing briefly and the neighbor can ask a qn about it if there is time.

C. (Tip): This should be in some detail. Have sts write down what their partner says (paraphrased). Finish off the activity by having a few sts share what they wrote about their partner.

## A. Wichtige Ereignisse

Write the age when the following occurred to you (or put X if it doesn't apply). Mark how important it was or might be to you.

1. erstes Konzert
2. erstes Auto
3. erste Tätowierung
4. erster Job
5. erstes Fahrrad
6. erster Kuss
7. erste Auslandsreise
8. erstes alkoholisches Getränk

super wichtig

ziemlich wichtig

gar nicht wichtig

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## B. Ereignisse

Choose two events from the list above to describe in a bit more detail. Use the questions in the box to help write your descriptions.



Chur, CH

Wie alt warst du?  
Wo warst du?  
Mit wem warst du zusammen?  
Was hat dir daran gefallen?  
Was hast du gemacht?

## C. Austausch

Share your two events from the previous activity with a partner. Write down your partner's event below.



Organization.

(Making student writing count): Sts oftentimes complain that homework at the university is senseless busywork. Try to create contexts in which their writing becomes something more valuable. For example, for homework, have sts blog in a real online blog their response to an article, film or piece of music. Or, create a blog for your class in which sts need to blog daily in response to other st blogs. Also consider creating a small journal of your sts' best writing, e.g., their best creative stories. You could print this out on paper, bind it and distribute within your dept. Sts will invest more time and energy into their work if they think people will read their writing. Also, consider letting them write poetry or a song. Let them explore their creative talents as an escape from the regular course routine. Let them read their poems aloud or sing in class or at a German dept. event.



**D. Momente im Leben**

For each of these milestones, write the age you think it typically first happens in your home culture (and write an X if it doesn't happen). Check the items you yourself have experienced.

|                           | Alter                | Das habe ich auch erlebt |
|---------------------------|----------------------|--------------------------|
| Firmung / Konfirmation    | <input type="text"/> | <input type="checkbox"/> |
| aktives Wahlrecht         | <input type="text"/> | <input type="checkbox"/> |
| 1. legales Glas Bier/Wein | <input type="text"/> | <input type="checkbox"/> |
| Universitätsabschluss     | <input type="text"/> | <input type="checkbox"/> |
| Geburt des 1. Kindes      | <input type="text"/> | <input type="checkbox"/> |
| Taufe                     | <input type="text"/> | <input type="checkbox"/> |
| 1. Ehe                    | <input type="text"/> | <input type="checkbox"/> |
| Besuch des Kindergartens  | <input type="text"/> | <input type="checkbox"/> |
| 1. legaler Schnaps        | <input type="text"/> | <input type="checkbox"/> |
| Erstkommunion             | <input type="text"/> | <input type="checkbox"/> |



Schloss Wilhelmshöhe, Kassel

D. (HW): Assign this as HW to prepare for activity E.

E. (Warm-up): Work with your class to survey them on their thoughts and whether they have experienced these milestones before. Brainstorm with sts the questions they'll need to talk to other sts about them in activity E.

F. (Homework): Assign this as HW. Consider having sts submit it digitally so you can project a few examples and work on content and language-related issues.

**E. Diskussion**

Work with a partner and describe your thoughts from exercise 9.4D above. How would you guess the situation might be different in German-speaking countries?

**F. Eine Hochzeit beschreiben**

Think about a wedding or other important event that you have attended, and describe it here in three or more German sentences.

G. (Warm-up): Tell a story about a wedding in your experience to provide an idea of what you expect of their production. If there is time, do pre-speaking work, eliciting possible words and structures they will need to talk about weddings at their level.

(Tip): The goal here is free narration without formal scaffolding (they have already done writing, group work and possibly pre-speaking scaffolding) so make sure they don't read from their text but close their books and speak freely.

**G. Austauschen**

In groups of 3-4, describe the wedding or event in 9.4F above. Look at what you wrote to prepare. If you need to cover the text to stop yourself from referring to it, by all means do so!

**H. Deutsche Hochzeiten**

Work with a partner and list all the keywords and phrases you can here, expressing what you know or suspect about weddings in Germany.



Organization.

(A day in the computer lab): Consider spending at least one day each semester in the computer lab. Here, you can help sts learn to find information in German online. You can show them where to find good German articles, newspapers, games, photos, videos, movie reviews, online podcasts, audiobooks, dictionaries, grammar help, etc. Many universities offer guided online tours. Ask your library if they have someone who speaks German and could offer your class a German-oriented tour of the internet.

## I. Eine deutsche Hochzeit

Holger (Frankfurt am Main, DE) describes a typical German wedding below. Read through his description and answer the questions that follow.



Ja, erstmal gibt es die standesamtliche Trauung und danach die kirchliche Trauung. Das heißt, man muss zu irgendeinem Beamten der Gemeinde gehen und dort sein Jawort geben und die wichtigen Papiere unterschreiben. Und ab dem Zeitpunkt gilt man dann von Gesetzes wegen als verheiratet. Und die kirchliche Trauung in der Kirche, das ist natürlich mit sehr vielen Menschen. Man sitzt in der Kirche, es ist sehr feierlich<sup>1</sup>, viele Blumen sind dabei. Der Pastor spricht, das Brautpaar ist eben auch vorne und gibt sich das Jawort. Anschließend geht man meistens in ein Restaurant und feiert groß mit den Leuten, mit denen man gerne feiern möchte.

Da gibt es dann ganz bestimmte Rituale. Zum Beispiel setzt sich das Brautpaar Rücken an Rücken und sie müssen jetzt Fragen beantworten zu ihrem Partner, um abzutesten, wie gut sie sich eigentlich kennen. Was für eine Zahnpastamarke benutzt dein Mann oder was für Socken trägt deine Frau und so. Also, sowas wird dann abgetestet und die müssen das dann halt beantworten und das kann dann meistens sehr witzig sein.

<sup>1</sup> ceremonial

Richtig oder falsch?: For each statement below, check if it is true or false. If false, write the number of that statement next to the place in the text above where you find the true answer.

|     |                                                                 | richtig                  | falsch                   |
|-----|-----------------------------------------------------------------|--------------------------|--------------------------|
| 1.  | Zuerst heiratet man auf dem Standesamt, dann in der Kirche.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Auf dem Standesamt gibt es einen Pastor.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | In der Kirche unterschreibt man wichtige Papiere.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | In die Kirche kommen nur wenige Freunde und Familienmitglieder. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Die kirchliche Trauung ist normalerweise sehr einfach.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Es gibt in die Kirche überall Blumen.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | In der Kirche hält der Bräutigam eine Rede.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Nach der Trauung isst das Brautpaar allein in einem Restaurant. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Später bei der Feier spielt man auch Spiele.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Die Spiele sind aber eher langweilig.                           | <input type="checkbox"/> | <input type="checkbox"/> |

Meine Fragen: Write three questions in German you would ask as part of the reception that Holger describes.

Was für eine Zahnpastamarke benutzt dein Mann?  
Was für Socken trägt deine Frau?

(HW): Turn this ex into a short essay or blog assignment. Encourage them to attach a picture of the event, if available. They can share this with their group the next day.

### Organization.

(Speakers): Consider asking a colleague or German-speaking friend to come in to give a short speech or presentation on the topic of the day. For example, in this *Thema*, you could ask a colleague to speak about a German wedding. They could show a video from the event or photos. They could also talk about the similarities or differences between German and American weddings and events. This gives the texts and information in the LB and IA more life. In fact, your sts might find some information in the LB hard to believe, culturally-speaking. If they hear this info from a real person, they are more likely to understand the cultural context; and ultimately, this facilitates cultural understanding. Plus, you can let someone else lead the class for 15 minutes. Make sure to allow for a post-presentation discussion, during which time sts can ask the speaker qns. Have sts take notes during the presentation. Tell them they each need to write down at least one qn.

**J. Vorteile und Nachteile**

Describe one positive thing and one potentially negative thing *auf Deutsch* for three of the items in the blue box. Use as much vocabulary from Unit 9 as you can!

|               |               |
|---------------|---------------|
| der Ruhestand | das Festessen |
| die Taufe     | die Jugend    |
| die Geburt    | die Kindheit  |
| die Firmung   | die Hochzeit  |

Festessen: Das Essen schmeckt gut! Aber man kann vielleicht zu viel essen.

**K. Das sind Fragen...**

Working with a partner, take turns asking and answering questions based on the prompts here. Your instructor will give you a time adverb or phrase such as *morgen* or *vor zwei Tagen* so you know whether to use present or conversational past.

sich mit Freunden treffen  
sich mit einer Freundin verabreden  
sich warm anziehen  
sich entscheiden, Astrophysik zu studieren  
sich auf die Ferien freuen  
sich von einer Grippe erholen  
sich erkälten  
sich entscheiden, Deutsch zu studieren

morgen: Triffst du dich morgen mit Freunden?  
Ja, ich treffe mich morgen mit Freunden.

vor zwei Jahren: Hast du dich vor zwei Jahren entschieden, Astrophysik zu studieren?  
Nein, ich habe mich nicht entschieden, Astrophysik zu studieren.

**L. Wie triffst du Entscheidungen?**

When you have an important decision to make, what do you do? Check all that apply, and circle the most important one.

- ☐ Ich mache eine Liste von Vor- und Nachteilen.
- ☐ Ich schlafe eine Nacht darüber.
- ☐ Ich rede mit meinem Vater/meiner Mutter darüber.
- ☐ Ich rede mit Freunden darüber.
- ☐ Ich bete<sup>1</sup> oder meditiere.
- ☐ Ich werfe eine Münze.
- ☐ Ich denke rationell nach.
- ☐ Ich höre auf mein Herz / mein Bauchgefühl.
- ☐ Ich suche Rat<sup>2</sup> im Internet.

1 to pray  
2 advice



Innsbruck, AT

J. (Warm-up): If you have assigned this as HW, elicit the various responses your sts wrote as a class, and have sts add one more thing (either positive or negative) that they hear and agree with from class.

(Tip): Have sts read their answers – the listener then responds with a question or comment. The task here is listening and responding (reading aloud is not so hard!).

K. (Warm-up): a) Work with sts on how to take these phrases and convert them into questions in both the present and past. This is review of course, but it's a task that combines a few skills and thus is not easy.

b) Once they can create a qn, work with them on how to respond positively or negatively. Then let them work with a partner.

L. (Tip): This activity is best done in class. Ask sts who does each one (let them raise their hands). Then ask sts what they do from the list. Then ask sts what ELSE they do that is not on the list.

(Ext.): Have sts share their strategies in groups of 3-4, then have sts ask each other about close friends and family and how they decide (or simply have sts describe it).

Organization.

(Bilingualism and biculturalism): Many North Americans are ignorant of the fact that bilingualism is the norm in vast areas of the world. One goal to set for your sts is to encourage them to embrace bilingualism and their own identity as budding bilinguals. There is no official level of linguistic competence by which to judge bilingualism; rather, it is often a self-defined level of linguistic competence and cultural identity. Find ways to explore this topic and to have self-identified bilinguals in your course describe their experiences. A key success would be to move your sts from thinking of bilingualism as relevant to "those people" only and instead to see themselves as bilingual, as people who know German and have not just "had a German class."

## M. Eine wichtige Entscheidung

M. (Tip): Activity L is a warm-up activity for this text. It uses the unusual interaction of sts matching glossed items with their meaning rather than just having it given (to train them in contextual guessing with clues).

(Ext.): Have sts explain how Felix makes decisions, based on the items in activity L on the previous page.

(Tip): The writing tasks have a few modal verbs – review how modals work again in German before either writing or checking st responses to the 5 sentences.

(Possible answers): 1) *Du sollst/solltest auf dein Herz hören.* 2) *Es gibt Vorteile und Nachteile.* 3) *Ich treffe meistens meine Entscheidung aus dem Bauch heraus.* 4) *Du sollst/solltest eine Nacht drüber schlafen.* 5) *Ich muss meine Gedanken sammeln.*

Felix (Berlin, DE) describes how he makes important decisions. Instead of getting footnote translations as usual, you must match the number of the footnote to the correct translation based on context. Once you have matched all eight, look up a few to make sure you were correct! Then answer the other questions that follow.

Ist ja immer eine Frage im Leben, wie man eine wichtige Entscheidung trifft. Meistens ist es so, wenn man die Zeit hat, dann schlafe ich noch mal eine Nacht drüber, bevor ich mich für etwas entscheide, wenn es sehr wichtig ist. Das sammelt<sup>1</sup> ein bisschen die Gedanken<sup>2</sup> und relativiert<sup>3</sup> manches vielleicht. Und manchmal hilft es vielleicht auch, so Vor- und Nachteile<sup>4</sup> von einer Sache mal aufzuschreiben<sup>5</sup> oder im Kopf mal hin und her<sup>6</sup> zu bewegen<sup>7</sup>. Und ich treffe mei-

stens meine Entscheidungen auch ein bisschen aus dem Bauch heraus, weil ich früher immer sehr viel im Kopf geplant habe, aber wie das im Leben so ist, nicht alles, was man plant, kommt dann auch so. Meistens kommt es immer anders, als man denkt, so dass ich heute eigentlich immer ein bisschen auf mein Bauchgefühl<sup>8</sup> höre, wenn ich jetzt eine Entscheidung zu treffen habe. Man sagt ja auch, man soll auf sein Herz hören, und das ist meistens die beste Entscheidung.

Use the footnote numbers to match each English translation to the German word it goes with.

- ☐ back and forth
- ☐ to write down
- ☐ gut feeling
- ☐ to put in perspective
- ☐ to gather
- ☐ to move
- ☐ pros and cons
- ☐ thoughts



Trier

How would you say the following sentences in German, based on what Felix said? Write the number of the question next to where you found it in the text. Remember that German often uses different words or expressions from English in metaphorical constructions.

1. You should listen to your heart.
2. There are pros and cons.
3. I usually make decisions based on my gut feeling.
4. You should sleep on it.
5. I have to gather my thoughts.

### Organization.

(The power of narrative): As you have noticed, *Auf geht's!* capitalizes on using narratives of human experience wherever possible. Such narratives are inherently more interesting than straightforward didactic texts, and they have the advantage of fostering critical thinking because actually abstracting 'meaning' from the narratives is not always straightforward and may actually be ambiguous in several ways. This training is important not only for the few who may go on to study German literature (where practice at interpretation is crucial) but also for anyone interacting with German speakers since speaking invariably involves narration, and our sts need to be trained to listen AND interpret. Very few of their interactions with German speakers will be purely transactional (buying things); most will entail the initiation and maintenance of human relationships, so the more experience sts have with creating and decoding narratives, the better.



**N. Leben und Tod**

Read Christina's (Braunschweig, DE) account of her memory of her grandmother and respond to the prompt.

Ich war erst fünf Jahre alt, als meine Großmutter mütterlicherseits gestorben ist. Sie selbst war noch keine 70 Jahre alt und ihr Mann, mein Großvater Ernst, war fünf Jahre zuvor gestorben. Aber da war ich noch gar nicht geboren. Wenn man so jung ist und jemand aus der Familie stirbt, dann versteht man irgendwie, dass etwas Trauriges passiert ist. Auch wenn man selbst vielleicht nicht traurig ist. Ich erinnere mich an Oma Ursel in ihrem blauen Mantel und blauen Hut, wenn sie mich vom Bahnhof abgeholt hat. Und an ihre große Wohnung mit dem langen Flur, in dem ich Fahrrad gefahren bin. Nachdem sie gestorben war, haben ihre fünf Kinder ihre Wohnung ausgeräumt<sup>1</sup>. Das fand ich irgendwie nicht richtig und habe angefangen, alle Bücher wieder zurück in die Regale zu stellen. Ich bin dann als Kind und Jugendliche immer zu unseren Familiengräbern<sup>2</sup> auf dem Göttinger Stadtfriedhof gegangen, bis die Gräber eingeebnet<sup>3</sup> wurden.

- 1 ausräumen – to clean, clear out
- 2 das Grab – grave
- 3 Grab einebnen – to restore a grave to its original condition



1. Wie alt war Christina, als ihre Großmutter starb?
2. War das die Mutter von Christinas Mutter oder von Christinas Vater?
3. Wie alt war die Großmutter, als sie starb?
4. Wie hieß der Mann der Großmutter?
5. Wie viele Kinder hatte Christinas Großmutter?
6. Welche Erinnerung hat Christina an ihre Großmutter?
7. Was machte Christina mit den Büchern in der Wohnung von ihrer Großmutter?

N. (FYI): You may want to skip this ex if you know someone in your class has recently experienced a death in the family. In any case, approach the topic cautiously.

(Warm-up): You could have sts brainstorm about funerals. What do they know about different cultures and how they typically conduct funerals? You could have this conversation in English. You could also give a short presentation on different funeral practices around the world and from different time periods.

O. (Pre-writing): Have sts brainstorm for their essay. Part of brainstorming includes writing an outline for their essay. Go over the structure of an essay and what you expect sts to write in each part. Ultimately, you want sts to become more sophisticated in writing German, but also in writing in general. You can always ask sts what they've learned about the structure of a good essay in their English courses. Have them teach the class by writing guidelines for such on the board.

**O. Ein wichtiges Ereignis**

Now that you have heard about various life phases and important events that people experience and have discussed some with your classmates, write an essay about an important event in your life so far.



Ein wichtiges Ereignis kann das Leben verändern. Ein wichtiges Ereignis in meinem Leben war mein High-School-Abschluss. Nach der High-School bin ich an die Universität gegangen. Ich habe nicht mehr bei meinen Eltern gewohnt.

Organization.

(Student/Teacher Conferences): Make sure to find time at least a few times a semester to meet with sts to discuss their progress. You could use the essay in ex O as an opportunity to meet. Have them self-assess their progress. What grammar/unit/topic have they found particularly difficult/fun/easy? How do they feel about their writing/reading/participation in class and in the HW? How do they get along with the other sts? What do they like most about the course, or least? Also, go over the essay and try to point out common mistakes. Find a grammatical point that needs the most improvement and tell them to make this their goal for the next assignment. Write down their goal, and the next time you meet, discuss whether or not they have made progress on this particular point. You may also want to assign them extra practice homework if they need extra help in one area.

# 10.1 Fernsehen

Culture: Television  
Vocabulary: TV genres & terms  
Grammar: *Welch- & dies-*

A. (Warm-up): Have sts guess the meaning of the words in ex A. Most of the names of different types of shows are English cognates or at least easy to guess. You might have to give sts an example for *Werbung*.

B. (HW): Assign this ex as HW, and you will see better quality sentences from your sts. Ex A is really the warm-up to this ex. Now that the basis is laid out, sts have to turn key words into complete sentences.

C. (Practice): This ex picks up on ex A as well. Do ex C as a mixer in class so that sts learn about their classmates' TV-viewing habits.

(Ext.): As a follow-up, you can collect their information on the board, such as: *Stunden pro Woche vor dem Bildschirm*.

## A. Wie viele Stunden?

Answer the following questions about TV and internet videos.

Wie viele Stunden in der Woche siehst du fern?

Wann siehst du meistens fern?

☐

vormittags

☐

abends

☐

nachmittags

☐

am Wochenende

Was für Sendungen siehst du gern?

☐

Action

☐

Comedy

☐

Reality

☐

Sport

☐

Dokumentarfilm

☐

Krimi

☐

Romantik

☐

Thriller

☐

Drama

☐

Kultur

☐

Science Fiction

☐

Werbung

☐

Fantasy

☐

Mystery

☐

Soap

☐

Western

☐

Talkshow

☐

Nachrichten

☐

Spielshow

☐

Zeichentrick

Was sind drei Sendungen, die du gern siehst? Was für Sendungen sind das?

Name der Sendung

z.B. *The Office*

Art der Sendung

*Comedy*

## B. Wenn ich Fernsehen gucke

Write five sentences about what you watch and when you watch it. Remember, the conjugated verb in the clause with *'wenn'* goes at the end.

Abends sehe ich Late Night, wenn ich nicht lernen will.

Nachmittags schaue ich Netflix an.

Sonntags schaue ich Sport mit meinen Freunden im Studentenwohnheim.

## C. Interview



Find a partner and ask about his or her TV-viewing habits based on the questions in 10.1A. In case you want to make some running commentary, here are some useful phrases:

Fantasy Filme finde ich auch gut. *I like fantasy films too.*

Ich auch. *Me too.*

CSI ist mir zu blöd.

*CSI is too stupid for me.*

Wirklich? Das überrascht mich.

*Really? That surprises me.*



Organization.

(FYI): Unit 10 asks sts to reflect on the topic of entertainment and on their own TV-viewing habits. This should be a fun unit for sts. And more importantly, the vocabulary they learn in this unit may be that which they use most often when chatting to friends in German outside of the classroom – at least, until they can and want to talk about more complicated subjects!

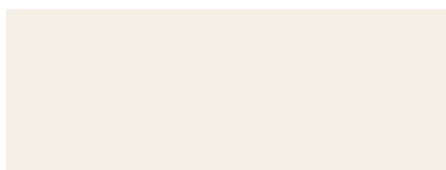
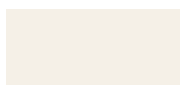
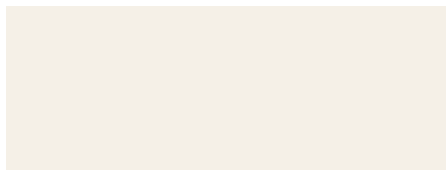
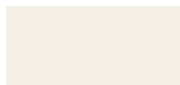
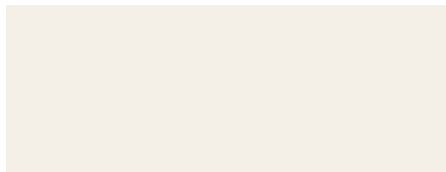
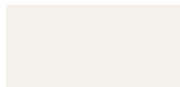
## D. Ikonen

Working in groups of 3-4, pick three different types of *Sendung* from 10.1A and choose a show that your group feels best represents that genre, describing in two German sentences why you feel that show is an 'icon'.



Sendung

Warum ist es dafür typisch?



D. (Warm-up): Brainstorm w/sts to list shows they watch and whether it's on TV, smartphone, tablet, laptop etc. Network vs. cable vs. Netflix/Hulu/Amazon Prime, etc. With all the shows available, it may be difficult to come up with shows all sts in a group know, so brainstorming to start may be good.

E. (Tip): a) This is an analytic activity and you may wish to start it off by naming a show or two and asking sts to list reasons (*auf Deutsch*) why that show reflects American/Canadian values.

b) Once sts have an idea of the kinds of values they can be looking for, they can pick a show to write about.

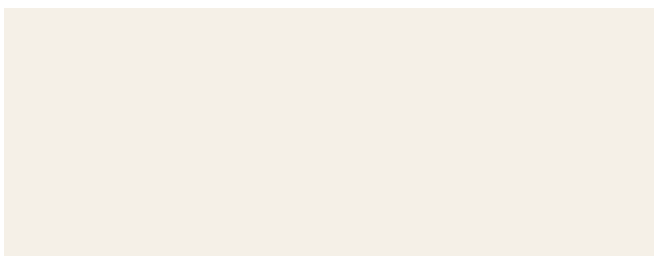
F. (Warm-up): Go over various response phrases (as in the blue box) and then have sts respond to some shows you list. Once they are comfortable with the phrases, have them write 5 different shows, then work with various partners saying the show and letting sts respond. They will want to learn *Nie davon gehört* or something like that for sure.

## E. Ein Land kennen lernen

You can learn a lot about a culture by what television shows are popular. With a partner, decide on a television show (new or old) that represents the culture (or a subculture) of the US or Canada very well. Write four German sentences about specific elements of the show that are culturally representative.



*Friends* ist eine ältere amerikanische TV-Sendung. Diese Sendung läuft nicht mehr im Fernsehen, aber sie war eine wichtige Sendung, weil sie Stars produziert hat. Der wichtigste Star ist sicherlich Jennifer Aniston - Rachel in *Friends*. Und auch die anderen Schauspieler haben durch *Friends* ihre Karrieren gestartet.



## F. Wie findest du...

Make a list of five different TV shows that come to mind on a separate piece of paper. They can be old, new, good, bad, etc. In class, work with a partner and ask what he or she thinks about the shows you listed.



Wie findest du...

Ich finde [Sendung] gut/schlecht/langweilig/spannend/schrecklich/lustig/blöd.

Ich kenne die Sendung/Serie nicht.

Nie davon gehört.

Ich sehe das immer/oft/selten/nie.

G. (Warm-up): Ask sts about their TV-viewing habits and review how TV is roughly set up in USA or Canada.

(FYI): The activities for this text are mainly vocabulary and informational re: content. The last two look for personal connections/response.

(Tip): Make sure sts have correctly understood what kind of shows the three listed are. Then have them share with the class or in SMGRs which show they would prefer and why.

(Ext.): Show short YouTube clips of the shows mentioned, and find another show that is originally in English (perhaps *Friends*) and dubbed into German so they have a concrete idea of what the shows are that are mentioned in the text.

### G. Deutsches Fernsehen

German television has some similarities and differences to the situation in North America, but we can only touch on a few points here. Read the text below and answer the questions.

In Deutschland gibt es – genau so wie in Amerika – sehr viele Fernsehsender mit **unterschiedlichen** Programmen. ARD und ZDF sind die zwei **öffentlichen** Fernsehsender. ARD hat regionale Stationen in ganz Deutschland und auch Österreich. Außerdem gibt es private Fernsehstationen, wie z.B. RTL und SAT 1. Hier nun ein **Überblick** über ein paar traditionelle Sendungen, die jede(r) Deutsche kennt:

„Wetten, dass...“ (1981-2014) im ZDF war eine Fernsehshow, die Frank Elstner und Thomas Gottschalk zur beliebtesten deutschen Unterhaltungssendung machten. Die Idee der Show war, dass Kandidatinnen

und Kandidaten etwas **Außergewöhnliches** machten und prominente Gäste **wetten** musste, ob der Kandidat die **Wette** schaffen konnte.

Die Krimiserie „**Tatort**“ gibt es seit 1971. Diese Serie ist so **beliebt**, dass es dafür jeden Sonntag von 20.15 bis 21.45 Uhr „Tatort-Partys“ gibt. **Mittlerweile** gibt es „Tatort“ auch im Radio.

„Gute Zeiten, schlechte Zeiten“ oder kurz: GZSZ ist eine sehr bekannte deutsche Seifenoper. In dieser Seifenoper geht es um eine Gruppe von jungen Leuten und deren Leben. Im deutschen Fernsehen werden viele Seifenopern gezeigt – die meisten davon sind Importe aus den USA, die synchronisiert werden.

Based on the context, write in the German term from the text next to its translation here:

|           |  |               |  |
|-----------|--|---------------|--|
| unusual   |  | to bet, wager |  |
| public    |  | crime scene   |  |
| currently |  | a bet         |  |
| popular   |  | overview      |  |

Circle the correct response:

Ja / nein SAT 1 ist öffentlicher Fernsehsender.

Ja / nein Es gibt in Deutschland und Österreich regionale Stationen.

Ja / nein Deutschland hat viele öffentliche Sender.

Answer the questions below:

Was für eine Sendung war „Wetten, dass...“?

Was für eine Sendung ist „Tatort“?

Was für eine Sendung ist „GZSZ“?

Welche Sendung möchtest du lieber schauen (von „Wetten, dass...“, usw.)? Warum?

Findest du Synchronisation besser als Untertitel? Warum oder warum nicht?



**H. Wie oft?**

Work with a partner and ask each other the following questions. You may learn quite a bit about each other!



Wie viele Stunden am Tag...  
guckst du fern?  
guckst du DVDs?  
guckst du YouTube Videos?  
guckst du Netflix, Hulu oder Ähnliches?

Guckst du lieber allein oder mit  
anderen zusammen? Warum?

Guckst du lieber am Computer, auf dem  
Tablett oder auf dem Smartphone?  
Warum?

Kaufst du die Sachen oder kriegst du  
alles illegal (Pirat)? Warum?

J. (FYI): Barbara's account of her TV viewing seems light-hearted, so it might not be easy for all sts to detect her ambivalence towards her own TV habits. Make sts aware of this fact.

(Post-reading): Ask sts to interview each other about what they consider good and bad TV-viewing habits.

**I. Guckst du lieber...**

Working with a partner, ask which sorts of shows your partner prefers and have him or her name an example. The various types of shows are listed in 10.1A.



Guckst du lieber Fantasy oder Reality?

Ich gucke lieber Fantasy. Ich finde „Once Upon a Time“ ganz spannend.

(Possible ans): 1. *Nein, Barbara guckt nicht oft Videos, aber manchmal zusammen mit ihren Freunden.* 2. *Nein, sie hat eher eine negative Einstellung zum Fernsehen.* 3. *Ja, es gibt da einen Fernseher.* 4. *Sie guckt/schaut manchmal die Nachrichten.* 5. *Sie schaut fast nie fern, weil sie schlecht ausschalten kann und dann geht es ihr schlecht.* 6. *Barbara geht gern ins Kino, weil das etwas anderes ist als Filme im Fernsehen zu sehen.*

**J. Barbara erklärt**

Read Barbara's (Köln, DE) explanation of her TV viewing and answer the questions that follow.

Ich sehe manchmal Fernsehen, wenn es etwas gibt, was ich gucken möchte. Und das ist dann ein Ereignis. Seit wir hier zu dritt in der Wohnung sind, haben wir auch einen Fernseher und da haben wir auch einmal ein Video zusammen geschaut. Ich schaue hin und wieder<sup>1</sup> auch Nachrichten. Aber ich schaue jetzt nur selten fern, weil ich für mich entdeckt habe, dass ich schlecht ausschalten kann. Ja, die eine Sendung ist zu Ende und ich schaue mir die nächste an und dann geht es mir einfach schlecht. Ich gehe aber gerne ins Kino. Das ist etwas Anderes als Filme im Fernsehen zu sehen.

<sup>1</sup> hin und wieder - every now and then

1. Guckt Barbara oft Videos?

2. Findet Barbara Fernsehen gut?

3. Hat Barbara einen Fernseher?

4. Welche Sendungen guckt Barbara?

5. Warum sieht Barbara nicht oft fern?

6. Warum geht Barbara gern ins Kino?

Organization.

(Culture with a capital C): While many texts consider culture mainly in the sense of high culture, people and artifacts that are highly regarded or held up as models, the approach with *Auf geht's!* has been to build context by providing insights into many aspects of daily life, especially attitudes and associations held by various groups of German speakers. However, high culture can still be important, particularly as it helps to build context. Sts at the novice-high to intermediate-low level work best with known contexts, so topics and people were chosen by name recognition and because German speakers will most likely consider them part of common knowledge. As one progresses in the serious study of a target culture, there are many reasons to question the "Cultural Canon" and emphasize people and products that have (perhaps unjustly) been marginalized. But first-year language courses are not the best locus for this important work because the first priority is to build a broad base of cultural associations. One has to know a canon before one can usefully deconstruct it!

K. (Tip): For this ex, sts repeat the different genres and types of shows that are available on TV. This way, they will practice the vocab again and again. They have to hide their list of shows from their partners. Play a couple of them in front of the class once sts have had a chance to fight it out in their SMGR.

L. (Ext.): a) Have sts share their clips in SMGRs and explain what they understood – the other sts in the group can add what their thoughts about it. Check with the class about cultural observations they made.

(Ext.): b) Select a *Tageschau* clip and send sts the link. Have them work in SMGRs of 2-3 with a device to play them (tablet, laptop, smartphone etc.) and have them fill in answers for the same questions as here in L.

M. (FYI) Priming vocabulary like this does not necessarily lead to long-term learning of it, but it does improve text comprehension and can be a small part of long-term retention of vocabulary though extensive reading. Not every word presented must be memorized right away!

### K. 20 Fragen



In groups of 3-4, organize a game of *20 Fragen, auf Deutsch natürlich!* Choose one of the genres from 10.1A; then pick a show yourself and write it in the box below. When it's your turn, the others in your group will take turns asking *ja-nein* questions and see if they can guess the show you chose within 20 guesses.

Läuft die Sendung noch?  
Kommst die Sendung freitags?  
Ist die Sendung auf Netflix zu sehen?  
Spielt [Schauspieler] in der Sendung?  
Sind die Kostüme gut?  
Ist das ein Zeichentrickfilm?

### L. Tagesschau

Head to the *Tagesschau* website ([www.tagesschau.de](http://www.tagesschau.de)). Choose a short clip to watch (such as *100 Sekunden*) and fill in the info below.

Subject(s)

Words you understood

What you thought it was about

Any cultural observations



### M. Wortschatz

These words are found in reading activity 10.1N on the next page. Of course, these are worth learning for their own sake, too. Write each word next to its definition.

peinlich  
gestehen

neugierig  
gammeln

gucken  
die Glotze

prädestiniert  
schamlos

das kommt darauf an  
sich entspannen

that depends

curious

shameless

to admit

embarrassing

TV set (slang)

to laze about

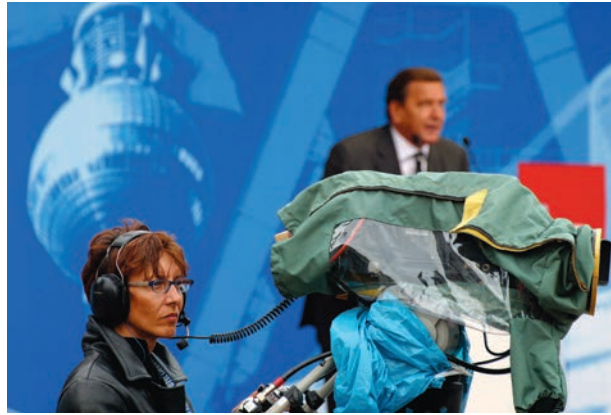
predestined

to watch

to relax

**N. Was sieht Monique gern?**

Read the following text and summarize Monique's (Rütenbrock, DE) TV viewing habits in 3-4 sentences below.



Wenn das Thema gut ist, gucke ich dann irgendwelche Dokumentationen oder Reportagen. Das kommt immer ganz darauf an, was es ist. Über irgendwelche Katastrophen oder so, sowas gucke ich mir schamloserweise gerne an, ganz neugierig zu gucken, was passiert ist. Und manchmal, das muss ich gestehen, das ist wirklich sehr peinlich, aber am Samstag laufen immer ganz viele

von diesen amerikanischen, blöden, aber sehr leichten College-Sendungen und so weiter, diese ganzen Soaps. Dann einfach, um mich zu entspannen, mache ich die Glotze an und gucke drei Stunden in die Glotze, einfach nur, um zu gammeln, das ist auch ganz gut. Dazu sind die amerikanischen Serien oder Sitcoms wirklich prädestiniert.

N. (Ext.): If you would like to supplement this reading, you can design short qns just like those for Barbara's interview in activity J.

(Post-reading): As you can see, Barbara (10.1J) and Monique have a different attitude towards TV viewing. Barbara said that she feels bad when she watches one show after the next, whereas Monique states that there is nothing bad about relaxing in front of the TV for 3 hours. Ask sts to compare Barbara and Monique's attitude: *Vergleichen Sie bitte die Einstellung von Barbara mit der von Monique gegenüber dem Fernsehen.*

(Possible ans): *Monique sieht gerne gute Dokumentationen oder Reportagen, auch über Katastrophen. Am Samstag guckt sie gern amerikanische Soaps, um sich zu entspannen. Sie findet es gut, sich vor dem Fernsehen zu entspannen.*

O. (Pre-Writing): Tell sts to draw on their previously collected information about their TV viewing habits and combine them into a reader-friendly format. The sample text is quite extensive and should be utilized by the sts without them copying it word-for-word.

**O. Fernsehen unter der Woche**

Describe what a typical week of TV and video viewing looks like for you in 100 words. If you don't watch a lot of TV, use a larger time interval such as a month, year, or even lifetime.



Ich sehe fast jeden Tag fern, meistens abends. Um sechs schaue ich die Kurznachrichten, so ungefähr eine halbe Stunde. Danach gucke ich manchmal noch eine Stunde Comedy-Serien wie *Family Guy* oder *Community*. Meine Lieblingsserie *Game of Thrones* verpasse ich auch nie; sie kommt leider nur einmal die Woche. Am Wochenende gucke ich morgens ab und zu interessante Fernsehprogramme über Natur oder verschiedene Länder der Welt. Ich hasse Reality-Shows, aber ich mag gern Filme. Allerdings sehe ich Filme immer bei Netflix an.

Organization.

(Models and pre-planning): Some students find writing tasks particularly challenging, so consider spending time in class to prepare sts for them. This scaffolding can be providing additional language hints and helping them organize their writing into specific paragraphs. Bring in a model of such an essay written in German for your sts to analyze and borrow from.

# 10.2 Lesen

Culture: Reading  
Vocabulary: Literary genres  
Grammar: Unprecedented adjective endings

A. (HW): Assign this as HW, as it would take too much time to complete in class.

(Warm-up): Spot check some answers in class as a warm-up ex since sts should be able to remember their own ans. Alternate between asking for a particular genre and names of famous works, such as Francis Scott Fitzgerald's *Der große Gatsby*.

B. (Tip): Have sts share their answers in a SMGR. If they are at a good enough level in German, they can actually discuss these statements and come to some consensus or agree to disagree. Otherwise it's usually best to have sts share and then lead a discussion with the whole class about some of the more salient statements where sts have mixed opinion. It may be hard for sts to express a nuanced opinion here, so assist them in expressing themselves in simple German. Sts need to feel that they are intelligent and thoughtful, and that's hard when using a non-native language, so assist them with scaffolding, recasting etc. to let them shine.

## A. Was liest du gern?

For each type of reading below, write in one title that you have read or that you might read in the near future. If you absolutely would not read that type of stuff, state why not, *auf Deutsch natürlich*.

Biografien & Erinnerungen

Business & Karriere

Comic & Humor

Dramen

Film, Kultur & Comics

Kochen & Lifestyle

Krimis & Thriller

Lyrrik

Naturwissenschaften & Technik

Politik & Geschichte

Reise & Sport

Religion & Esoterik

Romane & Erzählungen

Science Fiction, Fantasy & Horror

Zeitungen & Zeitschriften

## B. Papier vs. Bildschirm

In small groups, discuss the influence of electronic media on your personal reading and writing habits. Decide if you agree with the statements below – write *Ja!* or *Nein!* as appropriate.

### Zum Thema Lesen:

- ☐ Lesen ist Lesen, egal, ob in einem Buch oder am Computer.
- ☐ Zeitschriften im Internet sind umweltfreundlicher.
- ☐ Ein Buch ist klassisch und gehört nicht ins Internet.
- ☐ Für den „Kindle“-Leser gibt es Tausende von Büchern und Zeitschriften. Das ist revolutionär.
- ☐ Papier gibt dem Buch Leben. Das kann kein Computer.
- ☐ Die Interaktive für *Auf geht's!* ist immer aktueller als das Buch. Das ist ein Vorteil der elektronischen Medien.

### Zum Thema Schreiben:

- ☐ Rechtschreibung ist nicht wichtig, weil mein Computer alles korrigiert.
- ☐ Persönliche Briefe von Hand sind schöner als getippte.
- ☐ Für die Interaktive von *Auf geht's!* müssen wir die Antworten tippen. Das ist das 21. Jahrhundert.
- ☐ Im Lernbuch aber muss man alles per Hand schreiben. Somit lernt man besser Deutsch schreiben.
- ☐ Meine Handschrift ist schrecklich und deshalb tippe ich alles am Computer.
- ☐ Ein Blog im Internet ist für alle, aber mein persönliches Tagebuch trage ich in meiner Tasche.



Organization.

(Book reports): If these first two exs spark up productive conversations between sts in which they talk about the books they've read or are currently reading, consider having sts do short book reports on any German books (even in translation) that they've read. Let them brainstorm in class, write the presentation as HW and present the next day. Also have sts take notes during the presentations. You could also give a quiz at the end of the unit or *Thema*, asking who gave a book report on which book title, and to which genre those books belong.



**C. Vorteile**

In your opinion, what are the top three advantages to reading books as opposed to watching videos? Select from the list below, and then write one of your own.

- |                                                         |                                                               |
|---------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Man lernt neue Vokabeln.       | <input type="checkbox"/> Man kann sich besser konzentrieren.  |
| <input type="checkbox"/> Man lernt die Sprache besser.  | <input type="checkbox"/> Man hat weniger Stress.              |
| <input type="checkbox"/> Man hat mehr Fantasie.         | <input type="checkbox"/> Man lernt sich selbst besser kennen. |
| <input type="checkbox"/> Man muss aktiv interpretieren. | <input type="checkbox"/> Lesen macht total viel Spaß!         |
| <input type="checkbox"/> Man wird intelligenter.        | <input type="checkbox"/>                                      |

C. (HW): Assign this as HW to help scaffold activity D.

D. (Tip): Encourage sts to use the ideas and language in activity C to scaffold their lists for D, but they should also add their own ideas. They can appropriate thoughts but also language phrases/structures.

(In class): If you go over D together in class, make sure to draw connections between their statements and the sentences in C, both in terms of content and language structures. Sts need constant encouragement to employ creative copying in their written production.

E. (Tip): This can be done as a class activity before assigning the reading but usually it is best done as HW. Nothing is preventing sts from simply looking up the words and writing them in, though it will function better as a pre-organizer and priming activity if they first try to guess and then verify as suggested in the instructions.

(Ext.): Have sts underline or highlight the German words here in the text on the next page and make sure they remember the English equivalent.

**D. Vorteile und Nachteile**

Working in groups, make a list of advantages to reading paper books versus reading on a screen, and list the three most prominent ones within your group. Then consider possible disadvantages as well, and write three of them below.



Vorteile

Nachteile

**E. Wortschatz**

To prepare for the text on Karl May in 10.2F, let's review some vocabulary. Write the German word next to its translation. Try to use word parts and your deductive skills first; then look up any you aren't sure about.

|           |               |               |               |            |
|-----------|---------------|---------------|---------------|------------|
| verlassen | das Abenteuer | der Lügner    | der Häuptling | die Strafe |
| foltern   | das Zeitalter | das Schicksal | der Gegner    | ungerecht  |

*adventure**era**chieftain**opponent**liar**punishment**to torture**to leave**unjust**fate*


## F. Karl May

Read this text about the German novelist Karl May and answer the questions that follow.

F. (Ext.): Karl May is certainly an interesting figure, so consider having a st present on the author as well. Alternatively, sts could also give reports on other German authors.

(Post-Reading): As sts work through the text, either as HW or in SMGR in class, have them jot down key phrases, but not complete sentences, for each paragraph. This may help them answer the qns below.

(Possible ans): 1. *Stimmt nicht. Seit es Videospiele gibt, ist er nicht mehr so beliebt. Aber alle kennen noch immer seine Helden Winnetou und Old Shatterhand.* 2. *Stimmt nicht. Sie sind normalerweise in der 1. Person geschrieben.* 3. *Stimmt nicht. Winnetou ist ein Apachenhäuptling aus dem Wilden Westen Amerikas.* 4. *Stimmt.* 5. *Stimmt nicht. Winnetou lebte vor Superman.* 6. *Stimmt.* 7. *Stimmt nicht. Karl May war nur ein Mal in den USA.* 8. *Stimmt.* 9. *Stimmt.* 10. *Stimmt nicht. [Michael „Bully“ Herbig schrieb, drehte und produzierte diesen Film.]*



Bad Segeberg



Stimmt das oder stimmt das nicht?

1. Karl Mays Abenteuerromane sind heute genauso populär wie früher.
2. Mays Bücher sind alle in der dritten Person geschrieben.
3. Winnetou ist Deutscher.
4. Old Shatterhand spricht Englisch.
5. Winnetou liest Superman Comic-Hefte.

Karl May war ein berühmter Autor von Abenteuerromanen. Im Zeitalter von Videospielen und Internet ist er nicht mehr so beliebt, aber lange Zeit hat fast jedes deutsche Kind Karl May gelesen und alle kennen seine Helden Winnetou und Old Shatterhand.

Karl May hat von 1842 bis 1912 gelebt. Die meisten von seinen Büchern spielen im „Wilden Westen“ oder in den arabischen Ländern. Er schreibt normalerweise in der ersten Person und „ich“ ist immer ein Held. Im „Wilden Westen“ ist er „Old Shatterhand“, denn wenn er einen Mann einmal schlägt, dann ist der Mann K.O. Sein bester Freund ist der Apatschenhäuptling Winnetou. Old Shatterhand ist Christ und Pazifist. Seine Gegner sind Mörder und Lügner, aber wie Superman und Batman tötet Old Shatterhand seine Gegner nur, wenn es absolut keine Alternative gibt. Karl Mays christliche, pazifistische Welt ist aber auch eine sadomasochistische Welt mit Marterpfählen<sup>1</sup> und brutalen Strafen. Wer nicht schreit, wenn man ihn foltert, ist in Karl Mays Welt ein richtiger Mann.

Karl May hat Amerika nur ein Mal besucht, beschreibt es aber in seinen Büchern sehr detailliert. Old Shatterhand findet überall Freunde, weil er perfekt Englisch und viele Indianersprachen spricht und immer viel über die lokale Kultur weiß. Karl May war ein Idealist und protestierte in seinen Büchern vehement gegen das ungerechte Schicksal der „Indianer“.

Jedes Jahr gibt es in Bad Segeberg die Karl-May-Spiele. Es gibt auch viele Filme von Karl Mays Romanen. Viele kennen die Winnetou Filme mit Pierre Brice als Winnetou und deshalb war im Jahr 2001 die Parodie *Der Schuh des Manitu* der erfolgreichste deutsche Film aller Zeiten.

<sup>1</sup> stake where people are burned to death

6. Old Shatterhand schreit nicht, wenn man ihn foltert.
7. Karl May war oft in den USA.
8. Karl May hat gegen die Brutalität der Indianer protestiert.
9. Viele Romane über Winnetou und Old Shatterhand wurden verfilmt.
10. Karl May hat den Film *Der Schuh des Manitu* gefilmt.

**G. Kinderbücher**

Look online for information on one of these *Kinderbücher* (perhaps you've read it!) and write your own 3-sentence description in the box.

Harry Potter und der Stein der Weisen  
Der kleine Prinz  
Pippi Langstrumpf  
Heidi  
Die unendliche Geschichte  
Pu der Bär  
Das doppelte Löttchen  
Oh, wie schön ist Panama



G. (Tip): No direct scaffolding is provided here because sts have been doing this kind of activity for many units. Nevertheless, you may wish to preview this activity the day before to give samples of the kinds of sentences sts can write.

H. (Tip): Provide sts with several partial phrases to scaffold their production, such as *Wenn ich Zeit habe* or *Wenn ich nichts für die Uni machen muss*, etc.

**H. Nur so zum Spaß!**

Your classes surely demand that you read a lot. In small groups, discuss what you read for fun – *nur so zum Spaß* – when you don't have too much homework to do. Try to include a very short description of the reading material.

**Lesematerialien:**

Romane  
Novellen  
Kurzgeschichten  
Erzählungen  
Autobiographien  
Tagebücher  
Zeitungen  
Zeitschriften  
Online Blogs  
Comics

Wenn ich wenig Hausaufgaben habe, lese ich ein Comicbuch. Mein Lieblingscomicbuch ist *X-Men*. Es gibt Superhelden in diesem Comic. Liest du auch Comicbücher?

Ja, mein Lieblingscomicbuch ist [Titel].  
Nein, ich lese lieber Romane/Zeitschriften/Online, wenn ich Zeit habe. Ich lese am liebsten einen langen Roman, so wie *Krieg und Frieden*. Der Roman ist von Leo Tolstoi. Das ist ein russischer Autor und das Buch ist sehr, sehr lang!

**Organization.**

(Helping sts think): It is generally acknowledged that instructor feedback is an important aspect for student writing. Yet one must be careful that sts do not rely overly much on instructor corrections. One student writing strategy (sometimes conscious, sometimes not) is to submit a weak draft and let the instructor iron out all the problems via feedback.

To counter this, consider ways of raising expectations for quality when sts turn work in. Limit feedback to general pointers rather than giving exact corrections (which sts will tend to copy without processing). Comment more on ideas and sections where sts are not clear (because of organizational or linguistic issues). It is a fine balance between being helpful and enabling. Students tend to focus on completing their assigned task without reflecting on its purpose, so you may need to consider how to intervene best to help sts understand that their work is for their learning, and there are ways of doing work that promote this.



## I. Marcel Reich-Ranicki

I. (Warm-up): Ask sts how they get suggestions for books and discuss those in plenum. Follow up by asking them about recent books they have read and why (besides those that they have to read for class). Find out if any sts follow the recommendations of particular book reviews, such as Oprah Winfrey's list, or the *New York Times* best-sellers.

(Internet tip): Similar shows can be found in YouTube, such as *Lesen!* by well-known author, literary critic and journalist Elke Heidenreich who introduced and discussed recently published books, or the Swiss program *Literaturclub*.

(Possible ans to ex. D):

1. *Reich-Ranicki* [pronounced: Ra:'nitzki] wurde in Polen geboren.  
 2. *Nein, er durfte nicht in Berlin studieren, weil er Jude war und 1938 nach Polen deportiert wurde.*  
 3. *Nein, er war kein Kommunist und hatte wegen seiner „ideologischen Entfremdung“ Probleme in Polen.* 4. *Er wurde durch das Massenmedium Fernsehen bekannt.*

Marcel Reich-Ranicki was a key figure among the educated citizenry in Germany. Known as the 'literary pope' of Germany, his opinions are the stuff of endless debates, both for and against him. Read the following text about Reich-Ranicki and answer the questions that follow.

Marcel Reich-Ranicki war (und ist noch immer) der bekannteste deutsche Literaturkritiker. Er wurde 1920 in Polen geboren. 1929 kam er mit seiner Familie nach Berlin. Weil er Jude war, durfte er aber nicht studieren. Die Nationalsozialisten deportierten ihn 1938 nach Polen, aber Reich-Ranicki konnte 1943 mit seiner Frau aus dem Warschauer Ghetto fliehen.

Nach dem Zweiten Weltkrieg arbeitete er erst für den polnischen Geheimdienst<sup>1</sup> und auch das Außenministerium<sup>2</sup>. Ab 1951 war er freier Publizist. 1958 blieb er nach einer Reise ein-

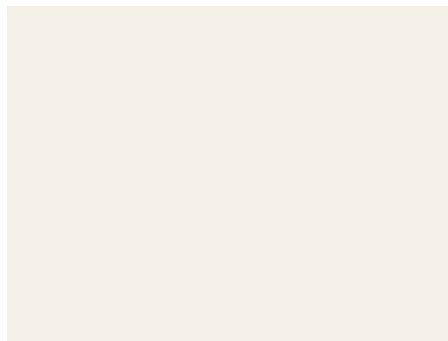
fach in Deutschland, weil er in Polen nicht mehr frei arbeiten konnte. Dort begann er seine Karriere als Literaturkritiker. Er wurde dann schnell zu einer literaturkritischen Ikone – zum Literaturpapst! Seine beliebte Sendung im ZDF hieß „Das literarische Quartett“ und wurde vom März 1988 bis Dezember 2001 gesendet. Diese Literatursendung war lange Jahre ein großer Hit, weil Reich-Ranicki charmant, böse, extrem kritisch und manchmal auch ein wenig cholerisch war. Seine Sammlung *Kanon lesenswerter deutschsprachiger Werke* ist mittlerweile ein Klassiker.

Reich-Ranicki starb 2013 in Frankfurt/Main.

<sup>1</sup> secret service  
<sup>2</sup> State Department / Foreign Ministry

1. In welchem Land wurde Reich-Ranicki geboren?
2. Hat Reich-Ranicki in Berlin studiert?
3. War Reich-Ranicki Kommunist?
4. Durch welches Massenmedium (Bücher, Zeitung, Radio, usw.) wurde Ranicki bekannt?
5. Gibt es in deinem Land berühmte Literatur-, Film- oder Musikkritiker? Wie heißen sie?

6. Go to YouTube or a similar video outlet and find a suitable clip of Das literarische Quartett. Watch it for a few minutes, and then write a two sentence description auf Deutsch of Reich-Ranicki based on what you saw. Note the name of the clip here as well.





**J. Buchtitel**

Write the titles of four books that you have read in English and then write each one's official German-translated title (search on [www.amazon.de](http://www.amazon.de) or a similar site; don't just guess!). If a book has not been translated, why do you think that is? For those with German titles, how do they match up with the English title? Similar? Different? Why?

Buch #1

Buch #2

Buch #3

Buch #4

J. (Tip): Poll sts in class to see what they found. Are titles translated differently? Are they left in English? Any patterns they see?

K. (Tip): Sts should jot down notes or write out complete sentences for each qn. Alternatively, you can distribute some simpler and some more complex qns among different sts. In your next lesson, you can have different sts present their ideas to the class.

**K. Lesegewohnheiten**

Write answers to the following questions in German on a separate sheet of paper. Be ready to discuss your answers in class.



1. Liest du in deiner Freizeit lieber Bücher oder bevorzugst<sup>1</sup> du Zeitschriften und Zeitungen? Warum?
2. Wie wählst<sup>2</sup> du die Bücher aus, die du lesen möchtest? (z.B. Empfehlungen von Freunden, Buchlänge, Design, Oprahs Liste, die NYT-Bestsellerliste)
3. Welche Buchgattung liest du am liebsten? Warum?
4. Liest du manchmal ein Buch nicht zu Ende? Warum? (z.B. aus Zeitgründen, aus Langeweile, aus Desinteresse)
5. Nenne drei Bücher, die du schon mehr als ein Mal gelesen hast!
6. Kannst du besser vor dem Fernseher relaxen oder beim Lesen? Warum?
7. „Die Konkurrenz schläft nicht!“ und die Konkurrenz für den Büchermarkt wächst durch das Internet, Filme, Satellitenfernsehen und „Google books“. Haben Bücher heutzutage noch eine Überlebenschance?
8. Kennst du ein Buch, das ein interessantes Bild von deiner Heimat bzw. von deinem Land gibt? Wie heißt es? Was passiert in diesem Buch?

<sup>1</sup> bevorzugen – to prefer

<sup>2</sup> wählen – to choose



Organization.

(Reading library): This is a perfect time to introduce your sts to your department's reading library or the section of your library that houses foreign newspapers and magazines. Encourage sts to check out the newspapers. To spark their interest, bring in clips of fun articles and have them read them as HW. Then, have them choose an article themselves. They should write a short summary of the contents, or report back to the class or in SMGR. You can also remind them that most major German newspapers and magazines are available online. Encourage them to read German over the summer.

# 10.3 Filme

Culture: Cinema  
Vocabulary: Film terms  
Grammar: Adjective ending review

A. (Tip): Poll sts when checking this activity to see who likes which kind of film (don't feel you need to do all of them). Practice pronunciation, which is not always easy if the words look the same as in English. See if sts can name a film they like in some of the *Gattungen* listed.

## A. Gattungen

Like with books and television shows, there are many genres of film. Check your five favorites below.

- |                                             |                                           |                                                |                                                   |
|---------------------------------------------|-------------------------------------------|------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> der Abenteuerfilm  | <input type="checkbox"/> der Erotikfilm   | <input type="checkbox"/> der Kriegsfilm        | <input type="checkbox"/> der Liebesfilm           |
| <input type="checkbox"/> der Actionfilm     | <input type="checkbox"/> der Familienfilm | <input type="checkbox"/> der Krimi             | <input type="checkbox"/> der Science-Fiction-Film |
| <input type="checkbox"/> der Arthouse-Film  | <input type="checkbox"/> der Fantasyfilm  | <input type="checkbox"/> die Liebeskomödie     | <input type="checkbox"/> der Sportfilm            |
| <input type="checkbox"/> der Dokumentarfilm | <input type="checkbox"/> die Komödie      | <input type="checkbox"/> der Martial-Arts-Film | <input type="checkbox"/> der Thriller             |
| <input type="checkbox"/> das Drama          | <input type="checkbox"/> der Horrorfilm   | <input type="checkbox"/> der Musikfilm         | <input type="checkbox"/> der Western              |

B. (Warm-up): Go over and repeat these phrases with sts to warm them for talking with sts.

(Tip): This can be a great 'speed-date' activity.

## B. Über Filme

Interview a partner with the questions below. Use the list of film types in 10.3A when needed.



Wie viele Filme siehst du im Monat?  
Was war der letzte Film, den du gesehen hast?  
Welche Filmgattungen siehst du besonders gern?  
Nenne einen guten Familienfilm.  
Wie findest du [Film]?

Ich finde diesen Film super/toll/  
gut/schlecht/bescheuert/blöd.

C. (FYI): Another helpful website is [www.filmportal.de](http://www.filmportal.de), which lists very short summaries of all films that are somehow connected to a German-speaking country. Warning: Many of the articles have typos, but otherwise it is an excellent and easy-to-read resource.

(Tip): Before this activity is due, consider discussing it briefly and emphasising that sts need to WRITE it themselves. They should of course find info in the internet, but no copy and pasting for this activity. The task is to edit down and simplify, not simply identify information and report it to the instructor.

## C. Deutsche Filme

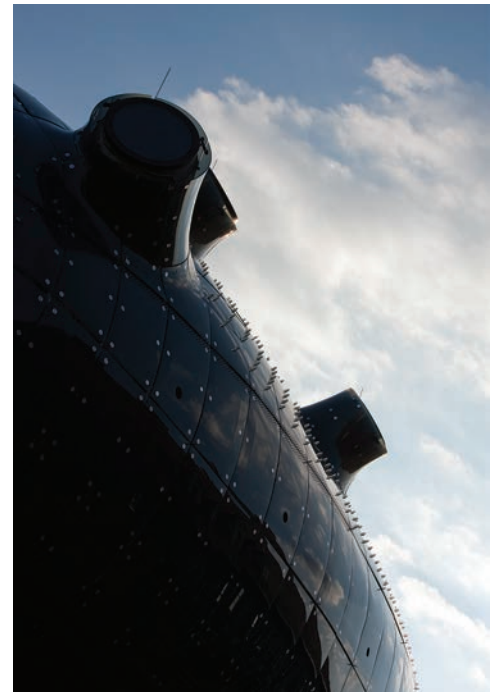


Below are some well-regarded German films of the last 20 years. Choose two of them to investigate and describe them briefly in German (50 words each). Remember this is not a "cut & paste" task – the goal is for you to use your best German to summarize them. This means leaving out non-essential descriptions, and the results should be simple and straightforward.

Auf der anderen Seite  
Der Baader Meinhof Komplex  
Das weiße Band: Ein Kindergeschichte  
Die fetten Jahre sind vorbei  
Gegen die Wand  
Good Bye, Lenin!  
Das Leben der Anderen  
Lola rennt  
Der Untergang  
Das Wunder von Bern

Use multiple internet sources – these are two good ones:

[www.ofdb.de](http://www.ofdb.de) – German movie database  
[www.amazon.de](http://www.amazon.de) – Summary and review



Kunsthau Graz, AT

**D. Zwanzig Fragen**



Write down three movies that are fairly well known. Then play *20 Fragen* in groups of three or four. One of the group members starts with her movie in mind and the others ask *ja-nein* questions until they figure out what movie she is thinking of.

Ist das ein Krimi?  
Spielt George Clooney in diesem Film?  
Ist der Film älter als 5 Jahre?  
Läuft der Film noch?

**E. Yvonne's Lieblingsfilm**

Yvonne (Hildesheim, DE) describes her favorite movie. Read her description and answer the questions that follow, including one where you'll match the glossed words to their definitions.



Mein Lieblingsfilm ist *Vier Hochzeiten<sup>1</sup> und ein Todesfall*. Mir gefällt dieser Film eigentlich, obwohl gar nicht viel in diesem Film passiert. Es geht um Freundschaft und Liebe und zwischenmenschliche Beziehungen<sup>2</sup> und es ist sehr humorvoll dargestellt<sup>3</sup>, driftet aber nie ins Niveaulose oder einfach Überzogene<sup>4</sup> ab, sondern bleibt immer auf einer unterhaltsamen<sup>5</sup>, aber sehr tiefen<sup>6</sup> Ebene<sup>7</sup>. Es macht mir Spaß, diesen Film zu gucken. Zu lachen und zu weinen gleichzeitig<sup>8</sup>. Und ich weine immer noch bei der Szene, wo der eine die Beerdigungsrede<sup>9</sup> über seinen besten Freund hält. Da kommen mir auch beim vierten Sehen dieses Films immer noch die Tränen<sup>10</sup>.

1. Wie heißt dieser Film auf Englisch?

2. Was sind die Themen dieses Films?

3. Warum findet Yvonne diesen Film gut?

4. Fill in the glosses for Yvonne's text that you've just read using the boxes on the right and matching them with the words on the left. Check them with a dictionary only after you've made all your guesses.

simultaneously  
deep  
eulogy  
weddings  
overdone  
entertaining  
tears  
level  
portrayed  
interpersonal relationships

|   |                      |    |                      |
|---|----------------------|----|----------------------|
| 1 | <input type="text"/> | 6  | <input type="text"/> |
| 2 | <input type="text"/> | 7  | <input type="text"/> |
| 3 | <input type="text"/> | 8  | <input type="text"/> |
| 4 | <input type="text"/> | 9  | <input type="text"/> |
| 5 | <input type="text"/> | 10 | <input type="text"/> |

D. (Practice): This ex provides for a change of pace and allows your sts to play a bit more freely with the language, as the sentences have to be short. Ask one or two sts to be the judges when it is played in plenum. Give them a card with a couple of phrases to call out if they have to interject, such as: *Nur auf Deutsch, bitte! Falsche Antworten verboten! Schneller! Noch eine Frage! Noch XX Fragen! Fertig! Ihr seid die Gewinner!*

E. (Photo): *Freilichtkino oder auch Freiluftkino in der Stadt.*

(Post-reading): Ask additional comprehension and personalized qns to put the new vocabulary into different contexts: *Bei welchem Film müssen Sie lachen und weinen? Welchen Film finden Sie unterhaltsam? Welche Filme finden Sie niveaulos?*

(Ext.): Ask sts to write up a short assessment of one of their favorite films much like Yvonne wrote about hers.

Organization.

(Possible ans to ex E): 1. *Der Film heißt Four Weddings and a Funeral auf Englisch.*

2. *Die Themen dieses Films sind Freundschaft, Liebe, zwischenmenschliche Beziehungen und Tod.*

3. *Sie findet ihn gut, weil er sehr humorvoll ist und nie ins Niveaulose oder Überzogene abdriftet. Er ist unterhaltsam, aber auf tiefer Ebene.*

4. 1) weddings; 2) interpersonal relationships; 3) portrayed; 4) overdone; 5) entertaining; 6) deep; 7) level; 8) simultaneously; 9) eulogy; 10) tears





## H. Buchverfilmungen

Alix and Nina describe situations where films were made from books. Read their comments and answer the questions that follow.

**Alix (Hildesheim, DE):** Ich habe mir neulich „The Great Gatsby“ angeguckt. Er hat mir sehr gut gefallen. Ich habe ihn mit meinen beiden jüngeren Schwestern angeguckt; die fanden es zu lang. Sie haben den Film teilweise nicht verstanden, weil sie davor das Buch nicht gelesen haben. Ich glaube, man kann den Film verstehen und toll finden, ohne das Buch gelesen zu haben. Es macht schon Sinn, wenn man weiß, wie Dinge im Buch beschrieben werden, wie sie dann im Film umgesetzt wurden, sehr opulent und um die Musik wurde viel Wirbel<sup>1</sup> gemacht.

<sup>1</sup> hype

**Nina (Wolfenbüttel, DE):** Ja, die „Harry Potter“ Filme finde ich eigentlich ganz gut, vor allem wenn man sich das anders vorstellen kann. Als ich die Bücher gelesen habe, habe ich mir vieles anders vorgestellt, als es dann in den Filmen kam. Aber ich finde es interessant zu sehen, wie das andere interpretieren. Und von daher mag ich die Filme auch sehr gerne, weil sie ja auch sehr spannend sind und die haben ja schon viel gemacht, damit es gut aussieht.

For each statement below, mark it as richtig (r) or falsch (f). Then write the number of each one next to the place where you find the information in the interviews above.

- ☐ 1. Die Schwestern von Alix fanden den Film toll.
- ☐ 2. Alix hat der Film „The Great Gatsby“ gut gefallen.
- ☐ 3. Alix meint, man muss das Buch zuerst gelesen haben, um den Film zu verstehen.
- ☐ 4. Alix glaubt, der Film repräsentiert das Buch sehr gut.
- ☐ 5. Nina glaubt, die „Harry Potter“ Filme sind nicht wie die Bücher.
- ☐ 6. Nina hat die Bücher lieber als die Filme.
- ☐ 7. Die Filme haben die „Harry Potter“ Bücher anders interpretiert als Nina.

Hast du ein Buch gelesen und auch die Verfilmung gesehen? Welches war besser?

## I. Möchtest du das sehen?



Take turns asking whether your partner wants to see a film (that you name). Answer by saying either that you have seen it, or that you do or don't want to see it because it's supposed to be good/bad/boring, etc.

Möchtest du „Crouching Tiger II“ sehen?  
Ja, er soll ganz gut sein.

Möchtest du „The Avengers“ sehen?  
Nein, ich habe ihn schon gesehen.



## Organization.

(Data points): The *Auf geht's!* material is, in general, collected reflections of individual opinions. As such, instructors and students may well find themselves disagreeing with the opinions or thoughts expressed by the speakers. Rather than authoring generic, "safe," informational texts, the authors instead chose to let many dozens of German speakers speak for themselves, giving to students and instructors the task of sifting through their opinions, comparing them to each other and those held by the learners themselves and thus coming at the cultures of the German-speaking countries through individual narratives rather than totalizing texts. This is a very different approach and requires some critical thinking and the ability to confront stereotypes and divergent views constructively in class and through reflective activities. Yet it is exactly these encounters that we hope our students will have later with real people as they engage with German speakers in German. The material in *Auf geht's!* is NOT attempting to teach THE right understanding of culture. Instead, students work towards engaging real people and their often divergent opinions.

H. (Tip): These texts are excellent for grammar noticing activities. Have sts look at case, word order and idiomatic usage. You can create some 'how would you say' activities for such phrases, such as: without having read the book; I imagined it differently, etc.

I. (Warm-up): Lead your sts in a pre-speaking warm-up by brainstorming questions about having seen movies, what sts think of movies, etc. Review for them turning *der Film* into a personal pronoun in the answer, as in the sample sentences provided with the activity.

## J. MPAA vs. FSK

J. (HW): Assign the reading and the qn as HW so that you have time to discuss the text in class. As you can see, sts don't have to answer any specific comprehension qns, but you could make up a couple of them to check comprehension, e.g., *Ist die FSK eine Staatliche Organisation? Kennen Sie einen Film, der „ab 0 freigegeben ist“? Sehen Sie sich gerne Filme an, die erst ab 18 freigegeben sind? Müssen Sie dann Ihren Führerschein zeigen?*

K. (FYI): The following are the ratings for the suggested films in ex K: *Schindlers Liste* (FSK: 12; MPAA: R); *Lola rennt* (FSK: 12; MPAA: R); *Good-bye, Lenin!* (FSK: 6; MPAA: R); *Der Soldat James Ryan* (FSK: 16; MPAA: R); *Die Unglaublichen* (FSK: 6; MPAA: PG)

Read the description of the German film rating organization and compare it to the Motion Picture Association of America (MPAA) in the United States. You can review their standards at [www.mpaa.org](http://www.mpaa.org).

FSK steht für die „Freiwillige Selbstkontrolle der Filmwirtschaft“. Es ist eine unabhängige<sup>1</sup> Organisation, die Filme, DVDs, Werbungen usw. überprüft<sup>2</sup> und Entscheidungen trifft, ob der eine oder der andere Film für Jugendliche freigegeben<sup>3</sup> werden kann oder nicht.

1. Freigegeben ab 0: alle können diese Filme sehen, wo es keine schrecklichen Situationen gibt und Probleme schnell und positiv gelöst werden.

2. Freigegeben ab 6 Jahren: Spannung und Bedrohung<sup>4</sup> dürfen nicht zu lange anhalten<sup>5</sup> und sollen immer positiv gelöst werden.

3. Freigegeben ab 12 Jahren: viele Thriller und Science-Fiction-Filme werden freigegeben,

- 1 independent
- 2 überprüfen – to evaluate
- 3 freigegeben – to clear, permit
- 4 threat
- 5 to last

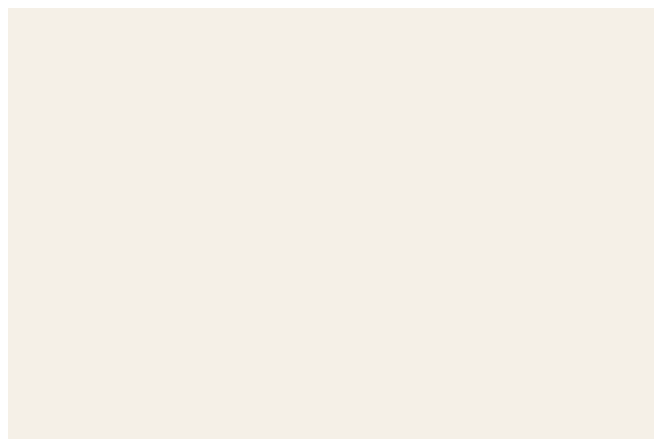
aber nicht Action-Filme mit Gewalt. Filme mit ersten gesellschaftlichen<sup>6</sup> Themen sind OK und wichtig für die Entwicklung von Teenagers, aber keine Filme, die „antisoziale, destruktive oder gewalttätige“ Helden romantisieren.

4. Freigegeben ab 16 Jahren: keine Filme mit glorifizierter Gewalt, mit Diskriminierung einzelner Gruppen, mit der falschen Darstellung des „partnerschaftlichen Rollenverhältnisses der Geschlechter“<sup>7</sup> und mit der Darstellung der Sexualität als „ein reines Instrumentarium der Triebbefriedigung“<sup>8</sup>.

5. FSK ab 18: nicht freigegeben für Jugendliche unter 18 Jahren. Gilt für die Filme, wo „schwere Jugendgefährdung vorliegt“<sup>9</sup>.

- 6 social
- 7 “Inaccurate portrayal of gender”
- 8 “a pure instrument of sexual gratification”
- 9 “serious endangerment of youth is present”

*Analysis: What similarities and differences do you find between the FSK and MPAA rating systems?*



## K. Ein Vergleich



Select five films that have rating from both the MPAA and the FSK, and give both ratings. Discuss in English why you think the ratings are similar or different, using the description above, and what you find from the MPAA website. End with some observations on cultural differences between the United States and Germany as expressed in the rating systems they use.

*Some ideas:*

Schindlers Liste  
Lola rennt  
Good Bye, Lenin!  
Der Soldat James Ryan (*Saving Private Ryan*)  
Die Unglaublichen (*The Incredibles*)

Recommended sources:

[www.mpaa.org](http://www.mpaa.org)  
[www.fsk.de](http://www.fsk.de) (Freigaben Online to get ratings)  
[www.amazon.com](http://www.amazon.com)  
[www.amazon.de](http://www.amazon.de) (Amazon in Germany)

Organization.

(Possible ans to ex J): Stipulate whether you expect this answer to be given in English or German. In English: The similarities are that both countries have a rating system, which is supposedly voluntary, but is binding nonetheless for movie theaters. All films are rated according to their visual and audio content, as well as the intended or perceived message. The highest rating (FSK *ab 18* or MPAA NC-17) in both countries excludes anyone under 18, even if an adult were to permit the viewing. The way the two rating systems are broken down is, however, different. The German system is listed above; the American MPAA listing can be found on [MPAA.org](http://MPAA.org) (link: Film Ratings): G (General audiences); PG (Parental guidance suggested); PG-13 (Parents strongly cautioned); R (Restricted: Under 17 requires accompanying parents or adult guardian); NC-17 (No one 17 and under admitted).

**L. Ins Kino oder auf die Couch?**

When we miss a film in the movie theaters, we can often go online or log into our Netflix account to see the latest release just a few weeks after it's been in theaters. In small groups, discuss what you like about going to the movies and what advantages you see in watching a film at home. Check out these ideas to get you started!

|                  | im Kino                     | auf der Couch             |
|------------------|-----------------------------|---------------------------|
| <b>Vorteile</b>  | Freunde treffen             | alleine                   |
|                  | Popcorn essen               | Pinkelpausen <sup>1</sup> |
|                  | große Leinwand <sup>2</sup> | billigere Getränke        |
|                  | toller Sound                | man kann laut sein        |
| <b>Nachteile</b> | andere Leute                | alter Film                |
|                  | klingende Handys            | kleiner Bildschirm        |
|                  | teuer                       | kein gutes Popcorn        |
|                  | Parkplatzsuche              | keine anderen Kinogänger  |

<sup>1</sup> bathroom/washroom breaks  
<sup>2</sup> (movie) screen

L. (Practice): As you are wrapping up this part of Unit 10, get sts out of their chairs once more and turn this ex into a mixer. Set sts up with different types of qns to combine with the various options. *Was ist ein Vorteil davon, wenn man einen Film im Kino sieht? Warum möchte man einen Film vielleicht auf der Couch sehen?* Collect a couple of answers to ensure that sts use the correct phrasing in their ans.

M. (FYI): The sample text below is written in a rather dynamic tone of voice. As always, tell your sts what kind of writing style they should aim for when writing their essay and supply sts with different sample sentences that you find most suitable.

**M. Ein guter Film**

Now write about one of your favorite films. Follow these steps:



1. Choose a favorite film to write about in German and write a fast draft of your ideas in English. Organize your ideas and hit your key points. Who are the main actors and director? What do you like about this film?.
2. Go look for some good models of short reviews – start at [www.ofdb.de](http://www.ofdb.de) or [www.amazon.de](http://www.amazon.de).
3. Tear up or delete your English draft and now write a draft in German, using models from the Auf geht's! text or the ones you found in 2) above. Don't refer to anything in English – stick to German.

Diesen Film müssen Sie unbedingt sehen! Der Star des Films ist [Name]. Wenn Sie [Filmtitel] gemocht haben, dann werden Sie auch [Filmtitel] mögen. Hier ist eine kurze Zusammenfassung der Handlung: Am Anfang des Films gibt es...



# 10.4 Feiertage

Culture: Holidays

Vocabulary: Christmas, Easter &amp; New Year

Grammar: Future with *werden*

A. (FYI): Download a German school calendar. There are significant differences between northern & southern DE, with Bavaria and Baden-Württemberg observing more religious holidays than, for example, Berlin. In [google.de](http://google.de), search for “*Schulkalender 2015*”. Have sts find key holidays. Although schools fall under the *Verantwortungsbereich* of their respective federal state, there are so-called *gesetzliche Feiertage* that every school in DE must observe. Otherwise, there are also 4-5 *bewegliche Ferientage* that schools can choose freely. Both types of holidays often relate to key Christian holidays.

## A. Feiertage

For each word or description below, write in a holiday you associate with it.

Hase und Eier  
Feuerwerk  
Kerzen und Kranz  
Frühling  
Winter  
Silvester  
Schuhe  
Schulferien  
schulfreie Montage  
Geschenke /  
die Bescherung



Ostern      Pfingsten  
Neujahr      Weihnachten  
St. Nikolaustag

B. (Tip): Review #'s and dates. Combine with and review seasons & weather (Unit 1). Teach “*am* [ordinal number] + *Monat*.” as a modifiable phrase. You can explain the “*an* + dative” here.

(Possible ans): Part 1: 1. *den Tag der Deutschen Einheit*. 2. *den Tag der Arbeit*. 3. *Heiligabend*. 4. *den 1. Weihnachtsfeiertag*. 5. *den 2. Weihnachtsfeiertag*. 6. *Silvester*. Part 2: 1. varies. 2. *Am vierten Juli*. 3. *Am ersten September*.

## B. Daten

Match the holidays from the list below to the dates indicated and answer the questions that follow.

|                                     |                                        |                                            |
|-------------------------------------|----------------------------------------|--------------------------------------------|
| Heiligabend<br>den 1. Weihnachtstag | Tag der deutschen Einheit<br>Silvester | den 2. Weihnachtstag<br>den Tag der Arbeit |
|-------------------------------------|----------------------------------------|--------------------------------------------|

Am dritten Oktober feiert man  
Am ersten Mai feiert man  
Am vierundzwanzigsten Dezember feiert man  
Am fünfundzwanzigsten Dezember feiert man  
Am sechsundzwanzigsten Dezember feiert man  
Am einunddreißigsten Dezember feiert man

Wann ist das?

Wann hast du Geburtstag?  
Wann feiert man in den USA den Unabhängigkeitstag?  
Wann feiert man in den USA den Tag der Arbeit?

Organization.

(Religious sensitivity): In some environments, teachers must tread carefully on issues related to religion and faith. In the context of cultural celebrations and Christianity in the German context, the discussion of traditions and religion is important to understand the greater context. Even if “faith” is not the issue, “traditions” and underlying cultural associations, as well as the related cross-cultural comparisons, are at issue. Go ahead and play a few Christmas songs or sing them if you feel confident about it. Among the most popular German *Weihnachtslieder* are: *Stille Nacht, heilige Nacht; Ihr Kinderlein kommet; O du fröhliche, o du selige*.



## C. Mein Lieblingsfest

In small groups, talk about what you associate with *Weihnachten*, whether you celebrate it or not, and if so, how. Feel free to talk about another holiday that you celebrate, if you prefer.



Weihnachten ist für mich das schönste/beste/langweiligste/schrecklichste Fest.

Ich feiere Weihnachten/Chanukka im Kreise der Familie/der besten Freunde/gar nicht.

Für mich ist Weihnachten [adjektiv].

Weihnachten ist wichtig, aber ich feiere lieber Ramadan/Kwanzaa/Ostern/Silvester/Mardi Gras/meinen Geburtstag.

Was machst du an Weihnachten? Gibt es Geschenke? Was isst und trinkst du?



Innsbruck, AT

C. (FYI): The shift towards a more secular meaning of *Weihnachten* makes it easier to talk about this subject with the entire class, since almost all sts will have something to contribute, whether or not they are not Christian.

D. (HW): Assign as HW and consider having sts submit it electronically ahead of time as well so you can check for common errors.

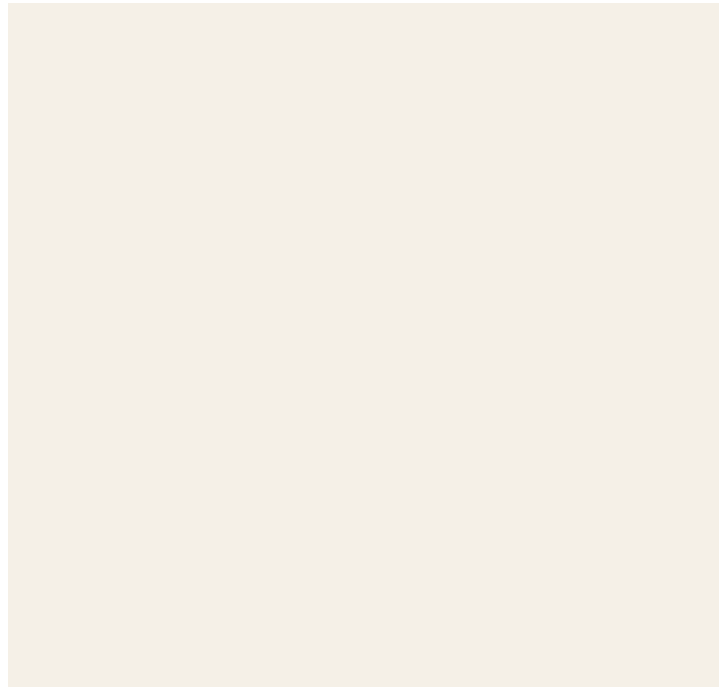
(Tip): Spend some time with the first 5 qns to make sts are using accusative case correctly. Have them make corrections to their written text where needed.

E. (Tip): Assuming you checked their answers in activity D, You may want to coach them in sentence intonation where the second partner asks the same question. So the first st will ask *Wen hast du eingeladen*, and after answering, the 2nd st asks *Und wen hast DU eingeladen?*

## D. Dein Geburtstag

Answer the following questions in complete sentences about your most recent birthday.

1. Hast du eine große oder eine kleine Geburtstagsfeier gefeiert? Oder gar keine?
2. Wen hast du eingeladen?
3. Was hast du gemacht?
4. Was hast du gegessen?
5. Was hast du getrunken?
6. Welche Geschenke hast du bekommen?
7. Was war an deinem Geburtstag schön?
8. Wo möchtest du nächstes Jahr deinen Geburtstag feiern?



## E. Austausch

Get into pairs and use the questions in 10.4D to find out about your partner's most recent birthday. Then, ask if that is how your partner usually celebrates birthdays.



Hast du immer eine große Geburtstagsfeier?  
Nein, oft habe ich eine kleine Feier.  
Lädst du immer deine ganze Familie ein?  
Ja natürlich!

F. (Warm-up): Ask sts what they normally do for their birthday and what they would consider typical birthday traditions in their country or culture.

(Possible ans): 1. *Kaffee und Kuchen mit der Familie, ein Glas Sekt, das Auspacken der Geschenke und das Partyfeiern bzw. das „in den Geburtstag reinfeiern“.* 2. *Man soll als Gast auf gar keinen Fall vor dem Geburtstag gratulieren, weil das Unglück bringt.* 3. *Man nennt sie „Geburtsstagskind“.*

G. (Warm-up): This is a meaningful activity that practices the future tense as well. Review formation of the future with sts and have them convert a few of the prompts into future *ich* sentences.

(Ext.): Have sts write for 3 minutes after interviews writing down essentially what they were saying and a few qns for other sts. Check with a few in class to make sure sts are on track. Then have them interview 1-2 more sts, hopefully more confidently and accurately after a few minutes' time to write and reflect.

#### F. Reinfeiern

Birthdays are important in Germany, particularly the idea of *reinfeiern*. Read about this German practice and discuss the questions with a partner.



1. Welche deutschen Geburtstags-traditionen werden in diesem Text erwähnt?
2. Was soll man als Gast auf gar keinen Fall machen?
3. Wie nennt man die Person, die Geburtstag hat?

In Deutschland feiert man seinen Geburtstag oft im großen Stil mit Kaffee und Kuchen mit der Familie, am späten Morgen vielleicht schon ein Glas Sekt und natürlich das Auspacken der Geschenke von Familie, Freunden und Verwandten. Doch oft beginnt die Geburtstagsfeier schon am Abend zuvor und das heißt „in den Geburtstag reinfeiern“. Man lädt seine Freunde zu einer Party ein und beginnt gegen 20 Uhr und feiert bis nach Mitternacht. Auf gar keinen Fall sollte man als Gast früher gehen, denn man muss dem „Geburtsstagskind“ viel Glück zum Geburtstag wünschen. Viele Deutsche glauben, dass es Unglück bringt, wenn man jemandem vor dem Geburtstag gratuliert. Also auf gar keinen Fall diesen Fehler begehen!

#### G. Der nächste Geburtstag



With a partner, talk about your next birthday and what you are planning on doing, using the future tense with *werden*. When your partner runs out of things to say, ask probing questions. Feel free to use the prompts provided.

Kaffee und Kuchen  
Geschenke bekommen  
Freunde einladen  
eine Geburtstagsorte haben  
ins Restaurant gehen  
groß kochen  
einen Film sehen  
in die Kneipe gehen

Beim nächsten Geburtstag werde ich keinen Kaffee trinken.  
Ich werde viele Freunde einladen. Wir werden einen Film sehen.

Wirst du deine Eltern einladen?  
Ja, natürlich werde ich meine Eltern einladen.



Weihnachtsmarkt, Ulm

**H. Wem schenkst du das?**

To whom would you give these presents? Don't use names; practice possessives and new word endings.

|                        |                      |
|------------------------|----------------------|
| deiner besten Freundin | deinem besten Freund |
| deinem Professor       | deiner Professorin   |
| deinem Bruder          | deiner Schwester     |

Wem?

ein Videospiel  
 alte Socken  
 eine hässliche Krawatte  
 ein Buch  
 eine Uhr  
 eine Flasche Wein



Krampuslauf, Innsbruck, AT

H. (Warm-up): Give sts some sample people (*meine Mutter*, etc.) and have them check their answers (which should be *mein-*, etc.). As follow-up, have them work with a partner asking *Wem schenkst du ein Videospiel?*

(Ext.): Switch this around and use the blue box phrases directly with a partner: *Was schenkst du deiner besten Freundin?* Answer: *Meiner besten Freundin schenke ich...*

**I. Die besten Geschenke**

Pick two types of gifts below and write a brief description of them, indicating when you received it and who gave it to you.

das beste Geschenk  
 das blödeste Geschenk  
 ein ganz komisches Geschenk

Ich habe zu Weihnachten ein Radio für die Dusche bekommen. Ich war 12 Jahre alt. Meine Mutter hat es mir geschenkt. Es war ein sehr blödes Geschenk.

Geschenk Nr. 1

Geschenk Nr. 2

I. (Ext.): A quick internet search for *das blödeste Geschenk*, etc. will yield interviews, blog and forum postings that can be culled and shown in class. Working with authentic texts that play off of the unit topics and vocabulary is a worthwhile activity!

J. (FYI): This activity reviews direct objects with accusative and subordinate clause word order with *weil*. Feel free to extend it with additional similar scaffolded responses in class, or even have your sts come up with their own recommended scaffolding. Pick the best ones, and use them for a follow-on activity!

**J. Geschenke**

What are you planning to give the following people for the next appropriate event (*Weihnachten*, *Geburtstag*, etc.)? Choose an item from the vocabulary you have learned or encountered in this course and explain briefly why you chose it for that person.

1. Meinem besten Freund/Meiner besten Freundin schenke ich \_\_\_\_\_, weil...

2. Meinen Eltern schenke ich \_\_\_\_\_, weil...

3. \_\_\_\_\_ schenke ich \_\_\_\_\_, weil...

M & O. (HW): The reading and summaries for these two similar activities should be done as HW since they also include English and would thus interrupt the German language flow in class.

(Post-reading): In class, focus on comprehension, interpretative and personal qns; organize them as a mixer or in SMGR and include qns such as: *Wie feiert die Familie Keller Weihnachten? Was macht Familie Keller vielleicht mit den Weihnachtsphotos? Welche Traditionen haben Sie in Ihrer Familie?*

(Ext.): a) Have sts underline phrases and highlight words they want to use to describe their own winter-holiday celebrations.

b) Prepare qns about holiday traditions. Use key vocab from these texts. Use these printed qns as discussion prompts for SMGR discussion. *Was halten Sie von echten Kerzen am Baum? Denken Sie, das ist ein zu großes Risiko? Welche Traditionen gibt es in der Familie Deiß, die es in Ihrer auch gibt? Die Familie Vorbrodts isst einen Gänsebraten zu Weihnachten. Was wird in Ihrer Familie gegessen?*

### K. Feiertage

Write which holidays you associate with the following actions. Be prepared to explain why.

1. eine lange Autoreise
2. heißes Wetter
3. ganz laute Musik
4. müde sein
5. blöde Geschenke bekommen
6. Zeit mit Familie verbringen
7. extrem gelangweilt sein
8. mit vielen Menschen sein

### L. Und du?

Find a partner and share three of your most interesting associations from the list in 10.4K.



### M. Familie Kellner

Read how the Kellner family celebrates Christmas and retell it in your own words in three simple German sentences. Use vocabulary from the text as needed but don't borrow any structures; restate it in your own straightforward German.

#### Familie Kellner (Baden-Baden, DE):

Also, Weihnachten sind wir immer alle zu Hause. Meine Schwester kommt auch immer nach Hause und ich fahre immer nach Hause. Dann tagsüber<sup>1</sup> wird vielleicht noch der Weihnachtsbaum dekoriert, die letzten Geschenke eingepackt. Dann nachmittags gehen wir in die Kirche, so meistens von fünf bis um sieben. Und dann fahren wir nach Hause. Dann schon wieder langsam zu Abend essen. Danach gibt's die Geschenke und schöne Familienfotos

<sup>1</sup> during the day

werden noch gemacht. Und dann setzen wir uns eigentlich nur noch so auf die Couchsessel und lassen Weihnachtsmusik spielen und essen Weihnachtsbrötchen und trinken ein Glas Wein dazu.

Weihnachtsbrötchen sind ganz spezielle Brötchen, also Kekse, die man eigentlich nur zu Weihnachten bäckt. Es sind auch oft die speziellen Weihnachtsgewürze<sup>2</sup> drin, wie Koriander und Zimt<sup>3</sup>.

<sup>2</sup> Christmas spices  
<sup>3</sup> cinnamon



Göttingen

### Organization.

(St. Nikolaus): St. Nikolaus is traditionally one of the most beloved saints in the Catholic Church. His common name was Nikolaus von Myra; and he lived in the 4th century in a region that is now part of modern-day Turkey. Nowadays, he is a part of the Christmas tradition in many European countries, where the significance of him appearing in the night of December 5th to the 6th varies greatly, even if the theme stays the same: good children are rewarded with gifts; bad children are punished.

(Photo): This is a decoration only, not a real person, but such decorations are common sights. This plays off the American version of Santa Claus. St. Nikolaus wears a bishop's frock and a tall bishop's hat.



**N. Weihnachtsfragen**

Give your opinion by checking the boxes and completing the sentences below.

Ja Nein

- ☐ ☐ Weihnachten will ich im Kreis der Familie verbringen.  
☐ ☐ Man soll an Gott glauben, wenn man Weihnachten feiert.  
☐ ☐ An Weihnachten geht es hauptsächlich um Geschenke.  
☐ ☐ Weihnachten ist eine ruhige Zeit.  
☐ ☐ Weihnachten ist eine stressige Zeit.  
☐ ☐ An Weihnachten gibt es zu viele Geschenke.  
☐ ☐ Weihnachten ist der schönste Feiertag des Jahres.  
☐ ☐ Zu Weihnachten gehört immer Fernsehen.

Zu Weihnachten essen viele Leute immer...

Nach Weihnachten sind viele Leute...

Weihnachten ist...

**O. Familie Deiß**

Compare how you celebrate either Christmas or another similar holiday with the description of the Deiß family below.

**Familie Deiß (Frankfurt, DE):** Weihnachten ist bei uns in dieser Familie noch sehr, sehr traditionell. Es gibt sehr, sehr viele Geschenke, viel zu viele Geschenke meiner Meinung nach. Sie werden alle eingepackt in Geschenkpapier. Sie werden alle unter den Baum gestellt und sie haben alle ein Schildchen<sup>1</sup>, wem das Geschenk gehört. Es gibt bei uns immer echte Kerzen am Weihnachtsbaum. Richtig echte Kerzen. Die gibt es kaum mehr. Die meisten Leute haben elektrische Lichter an ihrem Baum, die angeknipst und ausgeknipst werden können. Aber ich mag auch den Geruch<sup>2</sup> von den Tannennadeln, von dem echten Baum mit den Kerzen. Man muss halt einen Eimer<sup>3</sup> Wasser unter dem Baum haben.

Und zuerst wird mit Sekt angestoßen und dann packen alle ihre Geschenke aus und dann wird zu

- <sup>1</sup> small sign  
<sup>2</sup> aroma  
<sup>3</sup> pail



Abend gegessen, meistens Fisch. Das ist auch Tradition, weil man im Laufe des Abends noch so viele Plätzchen und Süßigkeiten isst, dass man als Abendessen was Leichtes hat und keinen großen Braten. Und die zwei Weihnachtstage später, dann trifft man sich viel mit Freunden und Familie und isst große Essen und redet und tauscht Geschenke aus und zeigt sich gegenseitig<sup>4</sup> Geschenke. Das sind dann die zwei ruhigeren Tage. Heiligabend ist immer sehr aufregend und hektisch eigentlich.

- <sup>4</sup> zeigt sich gegenseitig – show each other

N. (HW): Ask sts to read the list at home so that they can look up unknown words and think about their own ideas.

(Practice): In class: use this ex as a mixer and get sts out of their chairs at the conclusion of this unit. As they ask their classmates, tell them to put “*Glaubst du, ...*” before every sentence to form a simple question. Every negative response requires a brief explanation. During the check in plenum you should even question affirmative answers simply with *Warum?*

O. See comments for activity M & O on the previous page.

P. (Tip): As this is meant to be a rather personal essay about your sts' family traditions, tell them to write it in an informal tone of voice. They should also write this in the present tense.

**P. Wie bei uns gefeiert wird**

Write an essay of about 150 words describing how you and/or your family celebrates a major holiday such as *Weihnachten*, *Chanukka*, *Ramadan*, *Kwanzaa*, Chinese New Year or the like. Feel free to borrow structures and vocabulary from the previous section as much as possible, modifying the language to suit your needs.



Organization.

(Grading compositions): In addition to using grading rubrics, sts often benefit from a two-draft writing process. The key is to set aside enough time to give valuable feedback on the first draft, i.e., not just grammar endings, but also on how to improve content & presentation, and then offer them key phrases to communicate more effectively. To underscore the two-draft process, be sure that your grading (rubric) rewards submitting a good first draft and also a second draft that incorporates the feedback.

# 11.1 Ferien

Culture: *Ferien*  
 Vocabulary: Travel and trip terms  
 Grammar: *Als* for past events

A. (Practice): In class, turn the (corrected) HW into a communicative exercise. Have a mixer: Sts should get up and ask each other about possible destinations. Review the 1st & 2nd person singular forms of *gehen* and *fahren* before starting, e.g., *Wohin gehst/fährst du? Ich gehe ins Kino.*

(Ext.): Ask sts to write a brief description of their last vacation. *Wohin sind Sie gefahren? Was haben Sie dort gemacht? Wie lange waren Sie dort?*

B. (Practice): Have sts use the HW to conduct interviews. Supply sts with follow-up qns, e.g., *Was verbindest du mit Ferien? Ich verbinde Camping damit.* These qns should help them make new associations.

C. (FYI): This exercise is useful for reviewing tenses and even the subjunctive. Ask sts: *Was würden Sie nächsten Sommer gerne tun?* The paper symbol indicates that sts should prepare a written presentation at home.

## A. Nach oder zu?

For each destination, write a German phrase to indicate going there. Use either *nach*, *in*, or *zu* and the appropriate article (one is provided).

|                      |               |                      |            |
|----------------------|---------------|----------------------|------------|
| <input type="text"/> | Kino          | <input type="text"/> | Berge      |
| <input type="text"/> | San Francisco | <input type="text"/> | Park       |
| <input type="text"/> | Apotheke      | <input type="text"/> | Berlin     |
| <input type="text"/> | Supermarkt    | <input type="text"/> | die Alpen  |
| <input type="text"/> | Campingplatz  | <input type="text"/> | Bibliothek |
| <input type="text"/> | McDonald's    | <input type="text"/> | Chile      |

Bonus Frage: nach oder zu?

Alle Wege führen  Rom.



Highway 1, California

Use *zu* for places:

*zu der = zur*

*zu dem = zum*

Use *nach* for cities & countries.

Use *in* for businesses and set phrases.

*in das = ins*

## B. Assoziationen

Which associations do you have with *Ferien*? Pick the 5 top associations and rank them 1-5 with 1 being the strongest association. You may add two of your own associations as well.

|                      |             |                      |            |                      |             |                      |        |
|----------------------|-------------|----------------------|------------|----------------------|-------------|----------------------|--------|
| <input type="text"/> | Familie     | <input type="text"/> | langweilig | <input type="text"/> | ausschlafen | <input type="text"/> | Hobbys |
| <input type="text"/> | jobben      | <input type="text"/> | Fernsehen  | <input type="text"/> | Freunde     | <input type="text"/> |        |
| <input type="text"/> | Großeltern  | <input type="text"/> | Sport      | <input type="text"/> | Strand      | <input type="text"/> |        |
| <input type="text"/> | Ferienlager | <input type="text"/> | Camping    | <input type="text"/> | Natur       | <input type="text"/> |        |
| <input type="text"/> | spannend    | <input type="text"/> | Urlaub     | <input type="text"/> | Ausland     | <input type="text"/> |        |

## C. Sommerferien

Prepare a one-minute presentation about your typical summer vacation.



Als ich klein war, bin ich oft ins Ferienlager gefahren. Jetzt aber assoziiere ich Sommerferien mit Jobben. Ich habe letzten Sommer in einem Restaurant und bei 7-11 gejobbt. Normalerweise mache ich mit meiner Familie Urlaub, meistens in Oregon. Im Sommer habe ich auch mehr Zeit für Hobbys, vor allem Gitarre spielen.

## D. Bericht

Present your reports from 11.1C in small groups. Then answer these questions.



1. Was verbindet fast jeder mit Sommerferien?
2. Wer hat die besten Sommerferien? Warum?
3. Wer hat die langweiligsten Sommerferien? Warum?



Organization.

(Film tip): If you would like to tap into German satire, Hanns Christian Müller's 1988 film *Man spricht deutsch* (this is not a typo; the word is written without a "c") is a classic, albeit painful, film to watch. Gerhard Polt stars as the father of a "typical" German family with the destination of Italy for their summer vacations. The film includes traffic jams, cultural misunderstandings, and what can only be called: *derber Humor*.

(Possible ans to ex. A): 1. *ins Kino*. 2. *nach San Francisco*. 3. *zur/in die Apotheke*. 4. *zum/in den Supermarkt*. 5. *zum Campingplatz*. 6. *zu McDonald's*. 7. *in die Berge*. 8. *in den Park*. 9. *nach Berlin*. 10. *in die Alpen*. 11. *zur/in die Bibliothek*. 12. *nach Chile*. Bonus Frage: *Alle Wege führen nach Rom*.

## E. Ferien

Barbara and Lexi describe how they spent their school vacations when they were younger. Read their comments and answer the questions that follow.

**Barbara (Köln, DE):** In den Ferien mussten wir immer zu den Großeltern fahren. Immer. Auch zu Weihnachten und Ostern. Aber für mich war es eine Freude. Meine Geschwister wollten nie, die wurden krank, wenn sie dahin mussten, aber ich war da sehr gern. Meine Geschwister sind nicht so lange geblieben, da war ich dann alleine bei den Großeltern. Und das war sehr schön für mich. Und ich glaube, sie haben dann zu viert, also meine Eltern und meine Schwester und mein Bruder auch kleine Familie gemacht zu Hause. Sie fanden das auch ganz gut.

Es gab für unsere Familie keinen gemeinsamen Urlaub. Ich weiß nicht warum. Meine Eltern haben keinen Urlaub gemacht. Ich weiß nicht, ob sie immer gearbeitet haben. Wir haben in Bayern gewohnt, in einer sehr schönen Gegend, wo andere Urlaub machen. Das ist vielleicht auch ein Grund, warum wir niemals zusammen Urlaub gemacht haben.

**Lexi (Frankfurt, DE):** Die letzten Jahre waren wir hauptsächlich in Frankreich, weil wir festgestellt haben, dass es in Frankreich unheimlich viel zu sehen gibt. Aber vorher waren wir in Italien, und auch mehrere Jahre hintereinander in Kroatien. Weil es einfach ein unheimlich schönes Land ist, um



Fritzlar

durchzufahren, und es gab die schönen Inseln, die kroatischen Inseln. Wir haben jeden Sommer eine neue Insel besucht für den Strandurlaub. Und sind ansonsten durch das Land gefahren. Ich glaube, es war hauptsächlich Kroatien, Italien und Frankreich. Einmal waren wir in Spanien. Also, europäische Mittelmeerländer.

1. Mark the associations that Barbara and Lexi have with their vacation memories.

|                       | Barbara                  | Lexi                     |
|-----------------------|--------------------------|--------------------------|
| ins Ausland reisen    | <input type="checkbox"/> | <input type="checkbox"/> |
| zu Verwandten fahren  | <input type="checkbox"/> | <input type="checkbox"/> |
| alleine reisen        | <input type="checkbox"/> | <input type="checkbox"/> |
| mit den Eltern reisen | <input type="checkbox"/> | <input type="checkbox"/> |
| Strandurlaub machen   | <input type="checkbox"/> | <input type="checkbox"/> |
| die Landschaft sehen  | <input type="checkbox"/> | <input type="checkbox"/> |

2. Did you ever stay somewhere without the rest of your family, like Barbara? Where and with whom?

3. Were your vacations more like Barbara's or Lexi's? Give at least one reason for your choice auf Deutsch.

E. (Warm-up): Ask sts to write their associations with *Ferien als Kind* and collect their ideas on the board. Encourage them to not just give general associations with vacation, but to think specifically about their vacations as a child.

(Reading): Have sts read the accounts aloud in class. The shorter sentences that Barbara uses in her account should help sts better understand the content, even when they read aloud.

(Post-reading): Create in-depth comprehension qns that ask sts to pick up on specific, but more subtle, information in the text; e.g., *Barbara sagt, dass sie immer zu den Großeltern mussten. War das also nicht schön für sie? Or: War Barbara wohl traurig, weil ihre Eltern und ihre Geschwister „kleine Familie gemacht“ haben?*

(Ext.): Have sts write short essays on vacation with their family. Both Barbara and Lexi's accounts serve as good examples.

(Possible ans to #1): Associations: Barbara: 2, 3; Lexi: 1, 4, 5, 6.

Organization.

(Music tip): The punk rock band *Die Ärzte* have a funny song about a *Strandurlaub* titled "*Sommer, Palmen, Sonnenschein*." You can find it by searching for the band and song title on YouTube.

**F. Ehrenamtliche Arbeit**

Answer these questions about your volunteer experiences.

F. (Warm-up): Give sts a list of different jobs and ask them which ones they would call *ehrenamtlich*, e.g., *bei einer Bank arbeiten (nein)*, *im Altersheim aushelfen (ja)*, *bei einer Naturkatastrophe helfen (ja)*, *im Supermarkt Taschen einpacken (nein)*, *im Wald Müll einsammeln (ja)*.

(Tip): If there are sts who have never volunteered, ask them to think of volunteer jobs that they would like to do. One way or the other, sts should not just list the organization, but they should also describe the job itself. Explain to them that a German may not know what certain organizations do or their abbreviations. For instance, if an American says: *Ich habe ehrenamtlich bei PETA (People for the Ethical Treatment of Animals) gearbeitet*. They have to explain in simple words what PETA does, e.g., *PETA hilft Tieren*.

G. (Ext.): These readings are excerpts from the websites of the respective groups. You could use the websites for another more in-depth reading activity. Sts could compile a list of facts as HW, including info such as: *Name der Organization; Gründungsjahr; Größe; Einsatzgebiet; Ziel; Motto*.

1. Welche ehrenamtliche Arbeit hast du schon gemacht?
2. Bei welchen Organisationen hast du oder haben deine Familie oder Freunde ehrenamtlich gearbeitet?
3. Was waren die Vor- und Nachteile?



Grazalema, Spanien

**G. Helfen macht Freu(n)de**

You want to volunteer this summer and have the following three choices. Select the group you would most like to work with and give three reasons *auf Deutsch* for choosing that group.

**Das Rote Kreuz:** 1863 gründet Henri Dunant das Rote Kreuz in Genf. Das Rote Kreuz ist eine sehr große Hilfsorganisation: allein in Deutschland gibt es 3,5 Millionen Mitglieder. Das Rote Kreuz rettet Menschen, hilft bei Katastrophen, sorgt für Kranken und Schwache und sucht nach Vermissten.

**Der WWF:** Der WWF (World Wildlife Fund) ist eine der größten unabhängigen Naturschutzorganisationen der Welt. Sie konzentriert ihre Arbeit auf drei Großlebensräume: Meere & Küsten, Binnenland-Feuchtgebiete<sup>1</sup> und Wälder. Der WWF wurde 1961 in der Schweiz gegründet und hat ein globales Netzwerk von 31 nationalen Organisationen. Der WWF schützt die Natur nach dem Prinzip: „Naturschutz für und mit Menschen“.

<sup>1</sup> 'moist areas' (i.e., wetlands)

**Habitat:** Mehr als 2 Milliarden Menschen in der Welt leben in Slums und Baracken ohne fließendes Wasser. Schmutziges Wasser und ein Minimum an Hygiene bedeuten: Krankheiten und Viren töten zu viele junge und alte Menschen. Habitat for Humanity versucht diesen armen Menschen aktiv zu helfen. Diese Organization arbeitet in über 70 Ländern der Welt mit Freiwilligen<sup>2</sup>, Unternehmen, Schulen, Universitäten, Kirchen, Gemeinden und einzelnen Personen zusammen, die helfen können und wollen. Das Motto von Habitat for Humanity Deutschland ist: „Zuhause für Familien.“

<sup>2</sup> volunteers

Meine Organisation:

Warum?

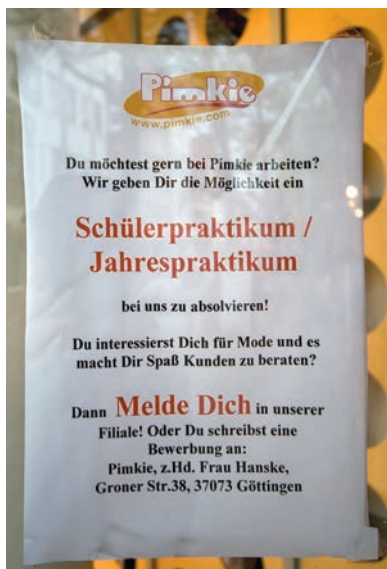
Organization.

(Cross-cultural comparison): Help sts make cross-cultural and/or intercultural comparisons with Germany as much as possible. For instance, for exs F & G, ask qns like: *Welche Rolle spielt ehrenamtliche Arbeit in Ihrer Gesellschaft? Welche Rolle spielt sie auf einer Bewerbung fürs College? Wenn Sie eine ehrenamtliche Gruppe gründen würden, wofür würden Sie sich einsetzen?*



**H. Praktika**

Internships play an ever increasing role in post-secondary education. Answer the questions below about this internship position advertisement.

**Praktikant/in Marketing, Novartis Consumer Health GmbH, München**

Ihr Studienschwerpunkt: Betriebswirtschaftslehre

Ihre Kenntnisse:

- Bereits erste Praktikaerfahrung in Marketing
- Sehr gute Englisch- und MS-Office-Kenntnisse
- Kommunikationsstärke, Teamfähigkeit, Kreativität, Eigeninitiative sowie eine analytische Denkweise

Ihre Aufgaben:

Sie unterstützen das Brand Management für z.B. Voltaren, Lamisil oder Nicotinell im Tagesgeschäft. Bei aktuellen Projekten arbeiten Sie bei der Neuproduktentwicklung und -einführung sowie bei der Entwicklung und Kontrolle von Werbekampagnen (TV/Print) mit. Auch die Erstellung von Präsentationen für interne sowie externe Meetings und unseren Außendienst gehört zu Ihren Aufgaben.

Vergütung: €567, -

Dauer des Praktikums: ab sofort: 6 Monate

1. Welche Qualifikationen hast du für dieses Praktikum?

2. Ist dieses Praktikum für dich interessant? Warum / warum nicht?

3. Was denkst du: Warum gibt es so viel Englisch in diesem Text?

Rate your qualifications for the following abilities (1 = your best, 2 = second best, etc.):

- ☐ Kommunikationsstärke
- ☐ Teamfähigkeit
- ☐ Kreativität
- ☐ Eigeninitiative
- ☐ analytische Denkweise

H. (Warm-up): Just like with ex F, you can ask sts about their internship experiences and what they would ideally like to do as an internship.

(Post-Reading): Have sts play interviewer and interviewee for this internship position.

I. (Tip): As an alternative to writing a short essay, you could have sts write an ad that would include all of their ideas for the ideal internship. They could model their ad on the one printed here in the LB. The ad should include everything from the title to the pay rate and length.

**I. Mein ideales Praktikum**

Write a short essay on your ideal *Praktikum* that you would like to do while in school. Describe where you would spend it and what you would do. Use the present tense.



Ich finde Politik sehr interessant! Mein ideales Praktikum ist im amerikanischen Senat in Washington, DC. Hier sind meine Idealvorstellungen: Ich arbeite im Sommer für einen mächtigen Senator...



Organization.

(Resource): Another helpful internet resource is [www.arbeitsagentur.de](http://www.arbeitsagentur.de) where sts could find other *Jobs* und *Praktika* listed in German.

# 11.2 Urlaub

Culture: *Urlaub*

Vocabulary: Vacation & travel language

Grammar: *Nachdem & bevor* vs. *nach & vor*

A. (Warm-up): Have sts think back on their memory of their favorite vacation as a child. Ask sts: *Wo sind Sie hingefahren? Was haben Sie dort gemacht? Fahren Sie noch immer dorthin? Wie sind Ihre Ferien jetzt anders als damals?*

(HW): Sts should prepare this ex at home.

(Tip): In class you can check their ans quickly and then use exs A and B combined in a mixer.

## A. Wo hast du Urlaub gemacht?

Fill in the blanks with a correct preposition to indicate where you were on vacation. Your choices are: *auf, in, in der, in den*.



Pisa, Italien

Deutschland

Kreta

Hawaii

Malta

die Schweiz

die Türkei

die Niederlande

Kanada

Norwegen

Taiwan

Mexiko

England

die Karibik

Indonesien

C. (HW): Assign this ex as HW. Have sts write at least two sentences since they are asked to come up with their own ideas.

D (Tip): Emphasize to your sts that they should not present their individual ans, but instead that they have to write an overview of their group's answers. Before they get started, look over the *Redemittel* with them, and in particular *einer/zwei/drei von uns meint/meinen, dass...*

## B. Wichtig im Urlaub

Pick the 5 most important things for you for *Urlaub* and rank them 1-5 with 1 being the most important. You may add one or two of your own elements as well.

Strand

Freunde

Weg vom Alltag

Hobbys nachgehen

Ruhe

Kultur

ausschlafen

Leute kennen lernen

relaxen

viel trinken

Party machen

neue Kulturen kennen lernen

aktiv sein

gutes Essen

Sport treiben

Erlebnis

Bildung

gutes Wetter

## C. Warum?

Write one sentence for each of your ranked items in B, explaining why you find them important.

## D. Zusammenfassen



In small groups, present your answers from 11.2C. Then prepare a short summary of your group's answers.

in unserer Gruppe  
am wichtigsten  
ziemlich wichtig  
zwei von uns meinen, dass...



Chania, Griechenland

Organization.

(FYI): Although Units 11.1 and 11.2 both look at how Germans spend their free time, the sub-headings point at the linguistic differences of the two terms for vacation: *Ferien*, which means time away from school, and *Urlaub*, which means time away from work.

(Possible ans to ex. A): *In Deutschland; Auf Hawaii; In der Schweiz; In den Niederlanden; In Norwegen; In Mexiko; In der Karibik; Auf Kreta; Auf Malta; In der Türkei; In Kanada; In Taiwan; In England; In Indonesien.*

## E. Was machst du im Urlaub?

Read these descriptions of a typical *Urlaub* below. In each box below, write three phrases to describe that person's vacation.



Metéora, Griechenland

**Monique (Rütenbrock, DE):** Also, ich war ein paar Mal in Südfrankreich. Das ist dann halt wirklich so ein Badeurlaub. Dann liegt man den ganzen Tag am Strand. Aber ich habe dann halt noch gesurft zum Teil oder Ausflüge gemacht, ein bisschen gewandert. Wenn ich einfach in Deutschland bleibe, quasi keinen richtigen Urlaub gebucht habe, dann fahre ich häufig zu meiner Tante in die Niederlande. Sie hat einen sehr schönen

Garten. Mit ihr fahre ich dann viel Fahrrad oder wir nähen<sup>1</sup> zusammen irgendwelche Klamotten<sup>2</sup>. Sie kann sehr gut nähen. Oder einfach irgendwelche Kulturtrips nach Amsterdam oder alles mögliche. Also, wenn ich schon ins Ausland fahre, dann will ich auch was sehen. Es sei denn nach Südfrankreich, da liegt man nur am Strand.

- 
- 1 to sew  
2 clothes



**Martin (Idstein, DE):** Ich habe eigentlich mehr Spaß, wenn es ein bisschen so Aktivurlaub ist. Also nicht am Strand rumhängen und nur in der Sonne liegen, sondern eben segeln, tauchen oder ein bisschen die Gegend erkunden<sup>3</sup>, die Landschaft ein bisschen fotografieren und so weiter. Und ich fahre gern ans Wasser, weil ich gern schwimme, und das finde ich

einfach so ein Stück Lebensqualität, an einem See oder am Meer zu sein und sich da ein bisschen abkühlen<sup>4</sup> und so. Und ich bin eigentlich meistens in den Süden gefahren. Das hat sich aber wahrscheinlich so ergeben, weil meine Eltern früher auch immer Richtung Spanien gefahren sind. Wir haben dort Verwandte besucht, die ausgewandert<sup>5</sup> sind.

- 
- 3 to explore

- 
- 4 sich abkühlen – to cool off  
5 auswandern – to emigrate



Athen, Griechenland

**Barbara (Köln, DE):** Viele Dinge sind sehr wichtig. Kontakt mit Menschen, die in anderen Situationen leben und arbeiten, sich ihr Leben anders gestalten. Das gibt es natürlich auch hier, nicht nur im Urlaub, aber im Urlaub ist es noch anders. Da bist du offener und freier, hast Zeit zu gucken. Kultur. Sowohl Reste alter Kulturen, also, was weiß ich, von den Römern oder was es

da immer zu sehen gibt. Aber insbesondere auch Theater, Konzerte. Vor allen Dingen, wenn es in einer Sprache ist, die ich nicht verstehe. Ich freue mich auf Theater in Krakau, ich werde nichts verstehen, nur sehen. Das ist wunderbar. Ja, eben nicht das Alte mitzunehmen, sondern sich auf Neues einzulassen. Man hat genug Altes sowieso dabei.

E. (Warm-up): Direct the qn *Was machen Sie im Urlaub?* towards your class and collect their ideas on the board. Write down the infinitive versions of their answers, e.g., *nach Mexiko fliegen*.

(Reading): Have your sts read the texts aloud in SMGR and fill in the blanks together.

(Post-Reading): Have sts compare their vacation activities (listed on the board) with those mentioned by Monique, Martin and Barbara in the texts (their answers written in the blank boxes).

(Ext.): For a change of pace, you can play *Wer macht was im Urlaub?* by asking sts, e.g.: *Wer fährt gern ans Wasser? Wer besucht seine Tante in den Niederlanden?* Or you can ask more difficult qns, such as: *Wer war vielleicht schon einmal in Rom?* That could be Barbara since she mentions an interest in Roman culture.

Organization.

(Tip): You can always check out [www.dw.de](http://www.dw.de) in German to see if there are current media items on the topic of *Urlaubsreisen* or *Urlaub* either in written form or as audio/video components.

F. (HW): Assign this ex as HW. As always, tell sts to give reasons for their choices, which enables you to check for comprehension.

(Ext.): Turn this ex around and ask sts why they wouldn't want to vacation with one of the 3 people listed in ex E. If they don't object to any of these descriptions, they can come up with other vacation ideas they enjoy.

G. (Tip): This ex can be done in different formats. Do a mixer in class or ask sts to do it as HW. Likewise, they could work on these qns in SMGR or qn 1 in particular could be done as an associogram on the board. For qn 3, pay attention to the correct usage of prepositions, e.g., *Ich möchte meinen Traumurlaub auf einer Insel verbringen, am liebsten auf Kreta*. Don't let them get away with just answering: *Kuba*. It ought to be at least: *Auf Kuba*.

H. (HW/Practice): This ex lends itself to a SMGR discussion. Consider assigning it as HW beforehand so that sts come more fully prepared with their own ideas.

### F. Meine Reise

Which person from 11.2E would you like to vacation with the most and why? Write at least three sentences.

Martins Ideen klingen am interessantesten.

Im Urlaub möchte ich auch...

Außerdem finde ich es toll, wenn man im Urlaub...



Granada, Spanien

### G. Urlaub machen

Answer these questions, writing at least two sentences or phrases for each.

1. Was gehört deiner Meinung nach zu einem perfekten Urlaub?

2. Großstadt oder einsame Insel: Wo könnte man dich finden?

3. Wo möchtest du deinen Traumurlaub verbringen?

### H. Gut oder schlecht?



Sometimes we just want to be on an island to get away from all things ordinary and annoying. In small groups, decide on the most important advantages and disadvantages of being on an isolated island. Here are a few ideas; make sure to come up with some of your own as well.

#### Vorteile:

Man ist nur für sich selbst verantwortlich.  
Man muss sich mit niemandem unterhalten.  
Man ist sein eigener Herr.  
Man ist allein.

#### Nachteile:

Man ist allein.  
Man ist vielleicht einsam.  
Niemand kümmert sich um einen.  
Es kann sehr langweilig werden.

Organization.

(www.gutenberg.spiegel.de): You can find many books in German online at [www.gutenberg.spiegel.de](http://www.gutenberg.spiegel.de). You can have sts read parts of text, for example, as HW. For instance, in combination with ex H, you can get a translated online version of Defoe's Robinson Crusoe. In this version, the recollection of his time on the island starts on internet pg 4. Crusoe is clearly miserable when he writes: *Nun aber will ich den traurigen Bericht von einem einsamen Dasein, wie es vielleicht nie ein anderer Mensch auf Erden geführt hat, von seinem Beginne an erzählen und in aller Ordnung fortführen*. You could use this quote to get sts started on the conversation.



**I. Reif für die Insel!**

Read what Johannes (Kassel, DE) has to say about his favorite spot in Germany. Then go online and find out about Sylt to help you answer the questions that follow.



Sylt

Es gibt viele Lieblingsorte. Ich bin sehr gerne in den Bergen, ich bin aber auch sehr gern am Meer, zum Beispiel auf der Insel Sylt, wo die großen Dünen sind auf der einen Seite, und auf der anderen Seite das Wattenmeer ist. Wo das Wasser täglich kommt und wieder abläuft; wo immer ein Wind geht; wo die Rufe der Vögel zu hören sind. Das ist ein Platz, wo ich sehr gerne bin.

1. Was sind Johannes' Lieblingsorte in Deutschland?

2. Wo liegt die Insel Sylt? Beschreib den Standort so genau wie möglich.

3. Was ist der Slogan der Insel Sylt auf der offiziellen Webseite (www.sylt.de)?

4. Kreuz all das an, was Johannes an der Insel Sylt mag:

- ☐ die Berge auf der Insel Sylt
- ☐ die unterschiedlichen Landschaften
- ☐ den Wind und das Meer
- ☐ die Seen auf der Insel
- ☐ die beruhigende Natur

5. Ist Sylt auch für dich ein interessantes Reiseziel? Warum/warum nicht?

I. (HW): As a pre-reading ex, have sts find Sylt on a map in the internet and then identify the island on the map in the LB. This will help them answer question 2. The sts also need to do an internet search to find out the official slogan for Sylt: "*Meer. Leidenschaft. Leben.*", which is meant to sound like, "*Mehr Leidenschaft leben.*" If you want to expand on Sylt, their official website offers an array of visual and written materials.

(Music tip): *Die Ärzte* also sang about Sylt in their song, "*Westerland*". Search for it on YouTube to listen!

J. (HW): If you ask sts to include a photograph, you should ask them to describe the photograph in the HW.

(Ext.): Have sts bring photos from different vacations to class. In SMGR, have sts guess the locations of the photos. The sts then need to describe its location and locate it on a map.

**J. Mein letzter Urlaub**

Write a short essay about the last vacation you truly enjoyed. Embellish if you wish, and add a photograph to the essay to make it more vivid – consider these questions to cover some details.



Wo?

Wann?

Mit wem?

Was passierte?

Was war das Besondere an diesem Urlaub?

Mein letzter Urlaub war genial/ideal!

Organization.

(Possible ans to ex. I): 1. *Johannes' Lieblingsorte in DE sind die Berge und das Meer, besonders die Insel Sylt. Er mag besonders das Wattenmeer.*

2. [Here sts have to go beyond the text and utilize information from the internet.] *Die Insel Sylt liegt vor der Küste DEs in der Nordsee. Sie liegt an der Grenze zu Dänemark.*

3. *"Meer. Leidenschaft. Leben."*

4. 2, 3, 5 [option 4 is a trick qn because sts have to differentiate between *die See* (the open water, ocean) vs. *die Seen* (plural for lakes).]

# 11.3 Weltreisende

Culture: World travel  
Vocabulary: Country & continent names  
Grammar: Two-way prepositions review

A. (Practice): In class, when checking answers, use this ex to reinforce good pronunciation of words that should be pronounced in a German way, even if they are very similar to or the same in English.

B. (FYI): Just like in 11.1, sts have to know the correct preposition that corresponds with the places listed above. All the names above go with *nach* except for the following: *auf die Malediven, in die Türkei, in die Dominikanische Republik*.

C. (Tip): This ex only works well if sts have done their HW for exs A and B. Of course, sts can do ex A quickly even in class, but this might give you the opportunity to remind sts of the need to do HW at home, even if the end of the semester is in sight.

## A. Die Welt ist klein

Below are listed some popular destinations for German vacationers outside Europe. Pick the top three of most interest to you for vacation, ranking them each 1-3 (with 1 being the most interesting).

|                                     |                                        |                                     |                                                      |
|-------------------------------------|----------------------------------------|-------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Tunesien   | <input type="checkbox"/> Kenia         | <input type="checkbox"/> Kanada     | <input type="checkbox"/> Japan                       |
| <input type="checkbox"/> Ägypten    | <input type="checkbox"/> Indonesien    | <input type="checkbox"/> Florida    | <input type="checkbox"/> Hawaii                      |
| <input type="checkbox"/> Thailand   | <input type="checkbox"/> Australien    | <input type="checkbox"/> die Türkei | <input type="checkbox"/> die Dominikanische Republik |
| <input type="checkbox"/> Neuseeland | <input type="checkbox"/> Brasilien     | <input type="checkbox"/> Kuba       | <input type="checkbox"/> Indien                      |
| <input type="checkbox"/> Mexiko     | <input type="checkbox"/> die Malediven | <input type="checkbox"/> China      | <input type="checkbox"/> Venezuela                   |

## B. Ich möchte dorthin

For each destination you ranked above, write one sentence saying why you would like to go there.

Ich möchte nach / in die..., weil... (verb).



China

## C. Umfrage

In small groups, tally the most popular vacation destinations from the list in A. Prepare to present your results.



Thailand

Jede(r) in unserer Gruppe will nach...

Keiner in unserer Gruppe will nach...

Für unsere Gruppe ist das beliebteste Reiseziel aus der Liste...

Das zweitbeliebteste Reiseziel ist...

Organization.

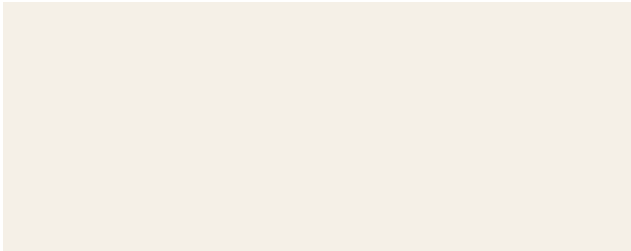
(www.dieweltreisenden.de): If you would like sts to expand their reading on world travel, an interesting website is [dieweltreisenden.de](http://www.dieweltreisenden.de), which follows the travels of a group of 12 people around the globe. Have them check out this site and report their findings to the class or in SMGR.

**D. Radiospot**

With your small group, choose one country from 11.3A and write a 30-second radio advertisement convincing listeners that your chosen country is the best place to vacation next summer. Each person in the group must do some speaking or make some appropriate sounds to enhance the ad.

**E. Mensch, die Leute dort...**

Think about some stereotypes you have towards countries that you have never visited. Look at the list in 11.3A again, pick two different countries, and jot down your stereotypes *auf Deutsch* about these places. Be honest but remember that we are looking at stereotypes as objects of cultural investigation and not as a means of insult.

**F. Wie die uns sehen**

Do you ever wonder what other people might think about your country as a whole? In small groups, discuss how you think people from other nationalities see your country when they come to visit it. Take a look at this list for ideas.

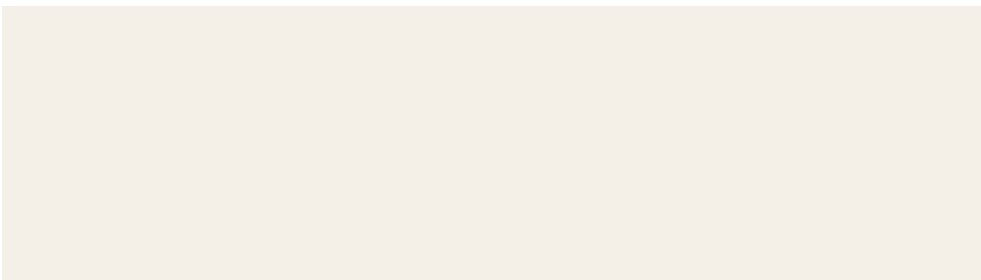


Jamaika

freundliche Menschen  
demokratisch  
frei  
kriegerisch  
weltoffen  
unterschiedliche Landschaften  
große Städte  
gutes Essen

**G. Italien**

Before you start reading the next text, write down five associations you have with Italy.



La Paz, Mexiko

D. (Tip): Depending on your accessibility to audio-recording equipment, you could ask sts to record their ad instead of just writing and bringing it to class. Either sts could upload those files on a course management system such as “Black-Board” and you can play them in class, or sts could create a CD or flash drive with their ad. Make sure that the ex focuses on the audio component and is well executed with regards to spoken language production.

E. (Tip): While the idea of this ex is to investigate stereotypes and what to do with them, you should think of strategies to prevent insults. Stop or change the course of a conversation if it looks like it's getting out of hand.

(Ext.): To expand on the idea of national stereotypes, you could read excerpts from Josef-Thomas Göller's essay “Die Völker Europas” in *Das gemeinsame Haus Europa. Handbuch zur europäischen Kulturge-schichte* (München, dtv: 1999).

F. (HW): Ask sts to prepare this as HW to get more varied and thoughtful responses.

G. (Tip): See below.

**Organization.**

(Listening comprehension via teacher): Feel free to expand on certain topics in terms of facts and statistics. You can do this well by introducing a short text to the class in which such details are included. Take this as an opportunity for a listening comprehension task. For example, in ex G, sts are only asked to write down their personal associations, yet you can complement this with more fact-oriented statistics. You could do that as a listening comprehension in class by reading a text aloud and having sts jot down important facts. Here is an idea for a listening comprehension text: *Italien liegt im Süden Europas und grenzt an Frankreich, die Schweiz, Österreich, Slowenien, San Marino und die Vatikanstadt. Das Land ist größtenteils vom Mittelmeer umschlossen. Italien ist eine Halbinsel auf der ca. 60 Millionen Menschen leben. Die größte Anzahl an Italienern, die im Ausland leben, ist in Deutschland zu finden, ca. 582 Tausend leben dort. Die Hauptstadt ist Rom. In Italien werden die Menschen besonders alt, im Durchschnitt 80,4 Jahre. Der Norden ist stark industrialisiert, der Süden ist eher ländlich. Italien ist bekannt für seine Kunst und Kultur, seine Mode und seine schönen Opern. Und im Sport ist Fußball ganz besonders wichtig!*

H. (FYI): The title of this text, "La Dolce Vita" means: *Das süße Leben*.

(Music tip): Offer your sts a change of pace with regards to music and play a more classical piece to show Germans' long-standing fascination with Italy. For example, Hugo Wolf (1860-1903) and Paul Heyse's (1830-1914) *Italienisches Liederbuch: „Ihr seid die Allerschönste“*.

#### H. La Dolce Vita

Here is Jeannine's (Koblenz, DE) account of an Italian vacation with her boyfriend, Martin. Read her story and answer the questions that follow.



Florenz, Italien

Einmal fuhren wir mit dem Motorrad nach Italien. Eigentlich wollten wir einen Zwischenstopp mit Übernachtung einlegen, aber plötzlich gab es keine Schlafgelegenheit<sup>1</sup>. Die Hinfahrt hat deshalb dreizehn Stunden gedauert – autsch. Und mit der Ankunft in der Toskana fing es an zu regnen. Eigentlich hat es zwei Wochen lang geregnet. „Total untypisch,“ sagten uns die Einheimischen<sup>2</sup>. Der Campingplatz von Mailand war plötzlich unauffindbar<sup>3</sup>. Auf dem Zeltplatz von Florenz hat es fast unser Zelt weggeschwemmt<sup>4</sup>. Und auf der Straße nach Siena hat mein Freund in seinen Motorradhelm geschrien. Da sind wir nach Pisa gefahren, wo sich lauter Menschen in lustiger Pose am schiefen Turm fotografieren ließen... kurz bevor der Regen wieder anfang. In Italien soll man schön Urlaub machen können. Wir fahren aber doch lieber nach Schweden, da ist das Wetter besser.

- 1 place to sleep  
2 natives  
3 not to be found  
4 swept away

1. Wie sind Jeannine und Martin nach Italien gefahren?

2. Was meinst du: War die Fahrt kurz oder eher lang?

3. Geh ins Internet und schau nach, wo in Italien die Orte liegen, die Jeannine erwähnt. Beschreib kurz, wo die sind. (Tipp: Es sind fünf.)

4. Was ist in diesem Urlaub alles schief gelaufen<sup>5</sup>? Kreuz alle richtigen Antworten an und korrigier die falschen Aussagen!

<sup>5</sup> schief laufen – to go wrong

- ☐ Es war die ganze Zeit wunderschönes Wetter.  
☐ Es gab Schwierigkeiten mit den Übernachtungsmöglichkeiten.  
☐ Es regnete fast pausenlos für vierzehn Tage.  
☐ Der Campingplatz von Mailand war gut ausgeschildert.  
☐ Jeannines Freund war frustriert.  
☐ In Pisa gibt es nichts Besonderes zu sehen.  
☐ Das nächste Mal fahren die beiden nach Schweden.

<sup>6</sup> marked

5. Have you ever had a similarly messed-up vacation? Jot down notes so that you can tell your classmates about your vacation gone wrong, auf Deutsch natürlich!

#### Organization.

(Possible ans to ex. H): 1. Jeannine und Martin sind mit dem Motorrad nach Italien gefahren. 2. Die Fahrt war eher lang, weil sie einen Zwischenstopp einlegen wollten. Jeannine erzählt, dass die Fahrt 13 Stunden gedauert hat. 3. Die Toskana liegt an der westlichen Küste Italiens. Mailand liegt im Norden des Landes in der Nähe zur Schweizer Grenze. Florenz liegt in der Toskana in der Mitte Italiens. Siena ist ebenfalls in der Toskana und nicht weit entfernt von Florenz. Auch Pisa liegt in der Toskana, allerdings am Ligurischen Meer. 4. 2, 3, 5, 7. 5. [Ask sts to do a dramatic retelling of their vacations gone wrong.]



## I. Was schlägst du vor?

Jeannine and her boyfriend, Martin, concluded that Sweden was better for their next trip. Now try to convince them to visit the area you grew up in by planning out a trip for them. And remember that they like motorcycles!



Kenia

I. (HW): Assign as HW. Tell sts to make it an animated and lively account. They should be prepared to present the trip to their classmates.

J. (Tip): Over the course of this unit, sts should have already written short accounts of their favorite vacations (real or imagined). Ideally, they would also have received feedback from you on their writing. Now, they should bring all of this information together, avoiding those mistakes that they made previously. Encourage them to consult their previous HW and any information they have jotted down in their notes, in addition to using the related texts in both the LB and IA.

Ihr sollt nach ... fahren.

Das Wetter ist ...

Man kann viel ...

Die Leute sind ...

## J. Mal weg vom Alltag



Write an essay of approximately 200 words describing a country that you would like to vacation in. What would you like to see there? Where would you like to go? Why? Use related texts in the *Lernbuch* and the *Auf geht's!* Interactive to help you with phrases.

Ich möchte gerne nach Argentinien in den Urlaub fahren. Ich war noch nie in Südamerika. Argentinien ist interessant. Viele Einwohner kommen aus Europa und man spricht dort Spanisch, Italienisch und auch Deutsch. Das Land ist sehr groß. Es gibt Berge, Wälder, das Meer, Wüste, alles. Und es ist sehr schön.

Ich möchte nach Buenos Aires fahren. Die Stadt ist sehr schön und es gibt da viel zu tun. Aber ich möchte auch in den Bergen wandern. Im Westen gibt es die Anden. Sie sind sehr hoch und man kann da gut wandern und auch klettern.

Ich möchte im Dezember fahren. Da ist Sommer in Argentinien und in den USA ist das Winter. Im Winter möchte ich warmes Wetter haben. Für mich ist Argentinien ein Erlebnisurlaub und Aktivurlaub. Strandurlaub ist nicht so interessant für mich.



London, Vereinigtes Königreich

Organization.

(Showing improvement): If some sts are still having major problems writing in German, you need to ask them to visit you in your office hours. Work with the sts to figure out why their German is not improving. Stress the seriousness of the situation. A solid foundation in first-year German is necessary for a successful bridge to the second year.

# 11.4 Richtung USA

Culture: Reactions to the USA  
Vocabulary: Types of vacations  
Grammar: Relative clauses

A. (HW): For this ex, sts should follow the format of a) naming a specific location; b) saying what one can do there; c) listing advantages and disadvantages of this choice.

B. (Post-Reading): In class, you can check ans by alternating between having sts turn the statements into qns (e.g., *Ist Marinko allein gefahren?*) and the other sts replying with *Stimmt* or *Stimmt nicht*. That way, sts have to be more attentive to what you are saying, and consequently, they will be more likely to respond correctly to the qn. Also, ask them for the correct ans for all incorrect statements.

(Ext.): See below.

## A. Urlaub in den USA

Choose one city or region in the USA for each type of *Urlaub* below and write two sentences on what tourists can do there.

### Erlebnisurlaub

Bryce Canyon, Utah. Man kann da sehr gut wandern. Es ist sehr schön, aber es gibt viele Touristen.

### Erlebnisurlaub

### Badeurlaub

### Bildungsurlaub

### Kultururlaub

### Aktivurlaub

## B. Marinkos Amerikareise

Marinko (*Kroatien*) describes a trip to the USA. Read the text and answer the questions.

Das war eine schöne Zeit. Das war, denke ich mal, vor vier Jahren. Da waren wir dreieinhalb Wochen in Amerika. Wir haben uns ein Auto gemietet. Und da haben wir halt so eine Tour gemacht nach Anaheim, dann Richtung Disneyland und Zion Park, der Grand Canyon, Sedona und Phoenix, Yuma, nach San Diego und wieder zurück nach San Francisco. Das war eine sehr große Tour und ein sehr großes Erlebnis. Kalifornien hat mir sehr gefallen, also, das Land ist wunderschön. Wir waren auch da zu Besuch bei jemandem. Die Leute sind auch sehr nett, muss man auch sagen. Auf jeden Fall war das sehr schön. Mir hat's sehr gut gefallen. Allein von der Natur her gesehen. Der Grand Canyon ist mir seitdem in Erinnerung geblieben.



Queen Anne style home, Mississippi

Stimmt das oder nicht?

1. Marinko ist allein gefahren.

5. Marinko ist nach Anaheim geflogen.

2. Marinko war einen Monat in den USA.

6. Marinko hat den Grand Canyon leider nicht besucht.

3. Marinko war in Utah.

7. Marinko hat Freunde in den USA besucht.

4. Marinko findet die Amerikaner freundlich.

8. Marinko findet die Natur in den USA sehr schön.

Organization.

(Ext.): For ex B, as an extension, have sts work in SMGR. They should come up with suggestions for another trip for Marinko. Ask them to consider carefully what Marinko seems to enjoy and thus create a second perfect trip for him; e.g., *Marinko war im Disneyland in Anaheim. Jetzt schicken wir ihn zu Disney World nach Orlando in Florida. In Florida gibt es auch die Everglades.*

(Possible ans to ex B): 1. *Stimmt nicht, weil Marinko das Pronomen "wir" benutzt.* 2. *Stimmt nicht, aber fast. Es waren nur dreieinhalb Wochen.* 3. *Stimmt.* 4. *Stimmt.* 5. *Stimmt nicht. Er war in Anaheim, aber er ist nicht dorthin geflogen.* 6. *Stimmt nicht. Er hat den Grand Canyon besucht und er ist ihm in Erinnerung geblieben.* 7. *Kann stimmen. Marinko sagt nicht, ob die Leute, bei denen sie zu Besuch waren, gute Freunde sind.* 8. *Stimmt.*

## C. Neuengland entdecken

Read the following travel brochure text on New England and answer the questions that follow.



Point Judith Light, Rhode Island



Point Judith Light, Rhode Island

Wenn man hier in Deutschland an die USA denkt, fällt einem vieles ein: der Wilde Westen, Kalifornien, Disney World, New York City, der Grand Canyon oder vielleicht die Niagarafälle. Es gibt aber noch viel mehr als diese bekannten Ziele zu entdecken.

Neuengland ist der europäischste Teil der USA. Vielleicht deswegen finden viele Europäer es so schön dort. Landschaft, Klima und Vegetation Neuenglands sind fast wie in Europa. Aber Neuengland ist auch eine historische Gegend mit dem Staat Massachusetts, wo vor fast 400 Jahren die Mayflower mit den Pilgervätern an Bord landete. Auch gibt es Boston, wo die berühmte Tea Party stattfand. Neuengland wird auch als die Wiege<sup>1</sup> der USA bezeichnet.

Daneben ist Neuengland auch heute noch die Region der Colleges und Universitäten. Neben den beiden wohl berühmtesten Universitäten Harvard in Massachusetts und Yale in Connecticut, gibt es eine große Anzahl weiterer kleiner und großer Universitäten, die im ganzen Land bekannt sind.

Neuengland ist so groß wie Österreich und Portugal zusammen. Trotzdem ist es ganz klein im Vergleich zu dem ganzen amerikanischen Kontinent. Im Indian Summer haben die Wälder Neuenglands wunderbare Farben, aber auch zu anderen Jahreszeiten ist diese interessante Region unbedingt<sup>2</sup> eine Reise wert.

<sup>1</sup> cradle  
<sup>2</sup> definitely

C. (Warm-up): Have sts make an associogram around the idea of New England.

(Ext.): Help sts think of what kinds of stereotypes people from other countries might have of the US if they only visit one state or one part of the country, such as New England.

(FYI): Officially, New England consists of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut. The largest city in New England is Boston.

1. How can you tell that this is an advertising text?

2. Which kind(s) of Urlaub seems to be emphasized here?

3. What things are similar between New England and Europe?

4. What specific sites in New England are mentioned?

5. What specific target group/demographic do you think this advertisement is aimed at?

Organization.

(Possible ans to ex C): 1. The text is written to entice readers to come and visit the advertised region. One also notices that the text is not critical of anything in New England. 2. *Kultururlaub, Bildungsurlaub, Aktivurlaub*. 3. The landscape, climate and vegetation. 4. Massachusetts, Boston, Harvard U, Yale U, Connecticut. 5. This ad seems to be aimed at travelers interested in the history of a specific region as well as those who enjoy a mix of urban and rural settings while slightly favoring the quieter vacation.

## D. Marinas Amerikareise

Read Marina's (Hildesheim, DE) description of a trip she took to the US; then answer the questions. They will later be used as a basis for discussion.

D. (Pre-Reading): Have sts brainstorm characteristics that describe the typical American. How do these characteristics vary regionally?

(Post-Reading): After sts work in SMGR to answer the qns, make qn 4 a class discussion. What experiences have sts had with foreigners and their impressions of Americans?

(Ext.): Discuss culture clashes. How does it make sts feel when Marina says that she doesn't like the US English accent (or "American language")? How can we avoid becoming angry when people from other countries say these kinds of things? Do we make similar statements? How can we avoid making this same mistake ourselves?



Arizona

Wir haben von Chicago sechzehn Staaten durchquert mit einem *recreation vehicle*. Also, wir haben in Chicago angefangen, dann sind wir bis nach Louisiana runtergefahren, New Orleans und dann sind wir durch Texas, New Mexico, Utah bis nach Las Vegas, dann sind wir hoch bis nach Montana gefahren und dann durch Wyoming. Dann sind wir einfach wieder zurück nach Chicago gefahren und von da wieder geflogen. Sechs Wochen waren wir da.

Ich fand die Landschaft beeindruckend<sup>1</sup>. Was mich, ehrlich gesagt, sehr überrascht<sup>2</sup> hat, waren die Leute. Ich war ganz fasziniert von der Freundlichkeit und Offenheit und Hilfsbereitschaft der Amerikaner. Ich hatte vorher ziemlich viele Vorurteile, weil ich gedacht habe, ich gehe lieber nach England eigentlich oder ich mag Engländer lieber, und ich war aber ganz begeistert von den Amerikanern, die wir da kennen gelernt haben.

<sup>1</sup> impressive

<sup>2</sup> überraschen – to surprise

Wir hatten ständig Pannen mit unserem Wohnwagen, zum Beispiel, und da haben wir ganz nette Leute getroffen. Wir sind dann in Werkstätte gefahren. In Deutschland muss man Tage warten, bis man überhaupt drankommt<sup>3</sup>, und uns ist das öfter passiert, dass wir sofort drangekommen sind. Sie haben das repariert und noch nicht mal Geld dafür haben wollen, sondern sie haben gesagt, sie finden das toll, wenn junge Leute rumreisen, und dass es ihnen ein Vergnügen<sup>4</sup> gewesen ist, uns zu helfen. Sie waren auch sehr hilfsbereit und einfach freundlich.

Ich habe einfach jetzt ein gutes Bild von Amerikanern, was vorher nicht der Fall war. Außerdem mochte ich vorher den Akzent überhaupt nicht, die amerikanische Sprache hat mir nicht so gut gefallen, weil ich eher so dieses britische Englisch mochte. Und das ist jetzt aber auch anders. In Louisiana, zum Beispiel, finde ich es ganz toll, wie sie sprechen.

<sup>3</sup> dran kommen – to have your turn

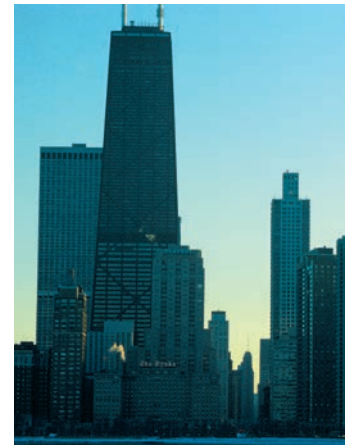
<sup>4</sup> pleasure

1. Wie beschreibt Marina die Amerikaner?

2. Was hat sie überrascht?

3. Wie hat sich Marinas Meinung über Amerikaner geändert?

4. Was kannst du persönlich machen, damit ausländische Touristen ein positives Bild von Nordamerika und seinen Menschen bekommen?



Chicago, IL

### Organization.

(Possible ans to ex D): 1. Marina beschreibt die Amerikaner als freundlich, offen, hilfsbereit und nett. 2. Es hat sie überrascht, dass die Amerikaner so freundlich, nett und hilfsbereit waren. Sie hatte das nicht erwartet. 3. Marina findet die Amerikaner jetzt nett. Vorher mochte sie den Akzent überhaupt nicht, weil sie das britische Englisch mochte. Jetzt findet sie es ganz toll, wie die Leute in Louisiana sprechen. 4. [This qn has been phrased so that it does not assume that the int'l image of the US is broken and needs fixing. Regardless of your personal political persuasion, though, it is clear that EU countries, including Germany, did not hold a high view of the US by the end of the George W. Bush presidency. The Barack Obama years started on a very high note in Europe, but some of those feelings dissipated as well after the BP oil spill, NSA phone-record collection/foreign spying controversy, etc. Let your sts discuss this controversial topic, but keep the conversation within bounds. Such a conversation is good practice for many possible such conversations to come with Germans. Once American sts are traveling abroad, be it in Germany or elsewhere, they will have to explain or even justify/defend their country's politics. This would be a safe and good testing ground for such a discussion.]



**E. Ein Bild sagt mehr als tausend Worte**

You have surely noticed that photos take a prominent place in both your *Lernbuch* and in the Interactive. Working with a partner, venture out into town (or onto the internet if need be) and take a couple of pictures that are worth a thousand words. Then, prepare a speech in which you explain how these photos would help a German visiting your town get a better understanding of it.

Auf diesem Foto sieht man die Kirche in der Stadtmitte. Die Kirche ist berühmt, weil sie so alt ist. Neben der Kirche steht das Rathaus. Hier ist ein Bild vom Rathaus.

**F. USA 101**

You might have encountered Germans – or Austrians or the Swiss – in your hometown and noticed differences in cultural etiquette and behaviors. Not that anything is wrong with different approaches to greeting someone or initiating small talk, but imagine you will have to teach a course called *USA 101*.

What would you want world travelers visiting the US to know about your country so that they might not commit too many cultural faux pas? Think of all the things you know about Germans and see if you can come up with a nice (and perhaps amusing) study list for your eager visitors. Write in English unless your instructor specifies German.



Southern home, Georgia

**G. Vorurteile abbauen**

In your best German, write 6-8 sentences about an experience that helped you change some of your previously held notions about a particular region or group for the better. Keep it simple but clear.



Yosemite, CA

|                                          |                             |
|------------------------------------------|-----------------------------|
| Ich habe gedacht, dass...                | <i>I thought that...</i>    |
| Ich war schon einmal in...               | <i>Once I was in...</i>     |
| Ich habe jemanden kennen gelernt, der... | <i>I met someone who...</i> |
| Ich habe gelernt, dass...                | <i>I learned that...</i>    |

Ich komme aus Kalifornien. Ich habe gedacht, die Leute im Mittleren Westen sind nicht sehr intelligent. Nur die Leute an der Westküste und an der Ostküste waren modern. Und sie reden komisch da, habe ich gedacht. Aber ich war mal in Madison und habe da viele Leute kennen gelernt. Die Leute in Madison waren wirklich nett und intelligent. Sie lesen Zeitungen und Bücher. Sie studieren. Sie wissen auch viel über die Welt. Und sie sind viel netter und freundlicher als die Kalifornier. Jetzt habe ich ein positives Bild vom Mittleren Westen.

E. (FYI): Photos in *Auf geht's!* are meant to inspire your sts as cultural artifacts. They should also engage them as objects in part of a cultural investigation.

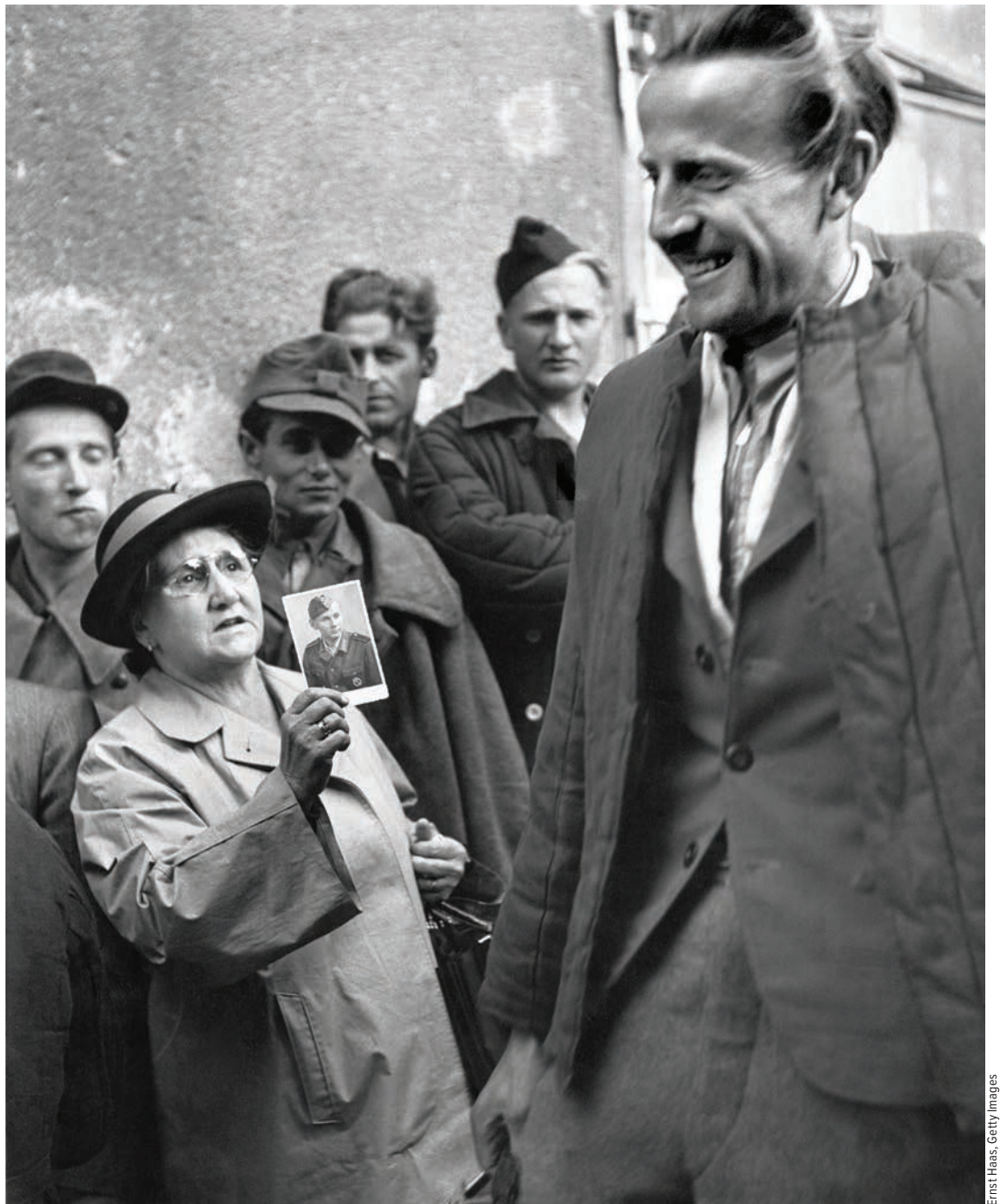
F. (FYI): If sts write this essay in English, you can expect them to write a longer and perhaps more in-depth essay. If you want sts to write in German, consider giving them a couple of sample sentences that also set the tone, e.g.: *Weißt du, was man bei uns sagt, wenn man eine Person auf der Straße sieht? „How are you?“ sagen wir. Aber wir wollen nicht unbedingt hören, wie es dir wirklich geht.*

G. (Tip): While writing assignments are good practice for sts, remember you have to correct them! Don't assign more than you can grade!

(FYI): On June 25, 2009, Jannis Brühl published a survey on US foreign policy for the online version of the *Süddeutsche Zeitung* ([www.sueddeutsche.de](http://www.sueddeutsche.de)), entitled "*Umfrage zum Amerikabild in Europa. Angela bringt Hoffnung mit*". (Source: [sueddeutsche.de/politik/704/473221/text/](http://sueddeutsche.de/politik/704/473221/text/)). See below for an excerpt.

## Organization.

Die Nürnberger Marktforscher der GfK befragten für die Studie im Auftrag des Wall Street Journal mehr als 18.000 Menschen in 17 europäischen Ländern – und den USA selbst. Laut den Umfrageergebnissen glauben 82 Prozent der Deutschen, dass der neue Mann im Weißen Haus den amerikanischen Einfluss besser einsetzen wird als sein Vorgänger. In Italien sind es genauso viele, in Schweden und Belgien zeigen sogar 84 Prozent Obama-Optimismus. Dagegen glauben nur 61 Prozent der Amerikaner daran, dass seine Wahl positive Auswirkungen auf das Weltgeschehen haben wird [...]. Die Hoffnungen, die Westeuropäer in Obama setzen, hängen direkt mit ihrer Enttäuschung über die Amtszeit George W. Bushs zusammen. Die alte Welt hat die Ignoranz seiner Regierung gegenüber der Öffentlichkeit, Guantanamo, die nie gefundenen Massenvernichtungswaffen und das Chaos im Irak nicht vergessen: 73 Prozent der Deutschen bewerten den amerikanischen Einfluss während der letzten fünf Jahre als negativ. In Frankreich sind es 74, in der Schweiz 80 und in Griechenland sogar 88 Prozent. Trotz der Ablehnung der außenpolitischen Abenteuer der Regierung Bush lässt die Studie nicht darauf schließen, dass in Deutschland eine neue Generation von verbitterten Antiamerikanern heranwächst. Je jünger die Befragten, desto weniger von ihnen hatten eine negative Einstellung zur US-Politik der letzten Jahre.



Ernst Haas, Getty Images

Kriegsheimkehrern

Ernst Haas, 1947

Wien, Österreich

(Photo): Ernst Haas (1921-1986) was a well-known Austrian photographer who began his work as a photographer in the post-war period photographing the return of POWs to Vienna. This photo is one of many that evokes both the joy and desperation of that time for Austrian families.





Fischer beim Entladen

Eckernförde, Deutschland

(Photo): The city of Eckernförde lies on the *Ostsee* near Kiel and has approximately 23,000 inhabitants. Like many small towns and cities on the two German seaboards, Eckernförde relies heavily on its fishing industry for its livelihood, as you can see here in this photo. Eckernförde is also a *Marinestandort* for the *Bundeswehr*. It seems likely that an anticipated reduction in military personnel will hit this city hard.





Spazieren am Fluss

Passau, Deutschland

(Photo): Much like Trier, Passau in southeastern Bavaria is a city with a long history of almost 2000 years. The city is known for its *Dreiflüsseck*, a place where the three rivers, Ilz, Inn, and Donau, merge their three distinct colors: black, green, and blue. The Danube river remains tricolor for quite a stretch until the river finally returns to its famous blue (as in Johann Strauss's famous waltz *An der schönen blauen Donau*).





Hochzeitstradition

Trier, Deutschland

(Photo): There are a number of wedding traditions in Germany, but the one in this photo must count as the most strenuous one. Traditionally, the bride and groom have to saw through a log of wood with a sometimes rather dull saw. It is meant to be symbolic for the struggles that the newlyweds will have to conquer in their marriage over the years. The saying "*Gemeinsam sind wir stark*" stands behind this tradition. The guests of the wedding party are supposed to encourage and support the couple in their mighty effort.



Schützenfestumzug

Göttingen, Deutschland

(Photo): The *Schützenfestumzug* is a long-standing tradition in Göttingen and takes place every July. During the festivities, which last four days, the so-called *Schützenkönig* is chosen among the best riflemen.





Kinderumzug für St. Nikolaustag      Innsbruck, Österreich

(Photo): The focus of *St. Nikolaustag*, which takes place on December 6, is definitely children. The tradition behind *St. Nikolaustag*, however, can rightly be called intimidating for children, if not brutal: children who had misbehaved were whipped with a rod, whereas obedient children received nuts and fruits in their polished shoes. In Germany, St. Nikolaus is accompanied by Knecht Ruprecht, who doles out the punishment. In Austria, St. Nikolaus' helper is called *Krampus*. The so-called *Krampusläufe* was performed traditionally by children of poorer families, who tried to earn extra money by roaming through the streets dressed up in scary costumes.

# 12.1 Krieg

Culture: Germany and WWII  
Vocabulary: Descriptions of history  
Grammar: Subjunctive with *würde*

A. (Practice): In class you should follow up with select readings about topics of particular interest to your sts, but also to you personally or whatever fits into the intellectual curriculum of your department or unit. Distribute very short readings to SMGR and ask them to present briefly on the reading and their own assessment of those.

(FYI): This is the final unit in *Auf geht's!*. After this course, some sts may not continue with German. However, we hope many will, and perhaps even with the next in the Evia Learning series, *Weiter geht's!*, or one of the many other textbooks available on the market. One way or the other, sts should continue to develop their intellectual and critical thinking skills as much as possible.

B. (Tip): No matter how small the town in the US, your sts' hometowns have some kind of influence by immigration. If they are from a big city with a significant history of immigration, tell them to focus on one group.

C. (Ext.): Show a comedy instead of the otherwise serious films about WWII, e.g., Ernst Lubitsch's "To Be or Not To Be" (1942) or Charlie Chaplin's classic "The Great Dictator" (1940).

## A. Ein kurzes 20. Jahrhundert

Take a look at the timeline of major European and international events starting with World War I and ending with the fall of the Berlin Wall. Using internet searches, *Allgemeinwissen* and your *Auf geht's!* materials, give the year that each event took place.

|  |                                                                                                                                                  |                                                                           |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|  | Ermordung <sup>1</sup> des österreichisch-ungarischen Thronfolgers Franz Ferdinand am 28. Juni in Sarajewo; Beginn des 1. Weltkrieges            |                                                                           |
|  | Kriegseintritt <sup>2</sup> der USA am 6. April; Oktoberrevolution in Russland                                                                   |                                                                           |
|  | Waffenstillstand <sup>3</sup> am 11. November um 11 Uhr; Bilanz des Krieges: 17 Millionen Tote; Deutschland unterschreibt den Versailler Vertrag |                                                                           |
|  | Ernennung Hitlers zum Reichskanzler am 30. Januar                                                                                                |                                                                           |
|  | Anschluss Österreichs; Anschluss des Sudetenlandes                                                                                               |                                                                           |
|  | Einmarsch deutscher Soldaten in Polen am 1. September; Beginn des 2. Weltkrieges                                                                 |                                                                           |
|  | Angriff Deutschlands auf Russland am 22. Juni; japanischer Angriff auf Pearl Harbor am 7. Dezember                                               |                                                                           |
|  | Bedingungslose <sup>4</sup> Kapitulation/Befreiung Deutschlands am 8. Mai; Bilanz des Krieges: 72 Millionen Tote, darunter 6 Millionen Juden     |                                                                           |
|  | Gründung der zwei deutschen Staaten                                                                                                              | <sup>1</sup> <i>assassination</i><br><sup>2</sup> Eintritt – <i>entry</i> |
|  | Fall der Berliner Mauer am 9. November                                                                                                           | <sup>3</sup> <i>armistice</i><br><sup>4</sup> <i>unconditional</i>        |

## B. Eine andere Kultur

Describe in three German sentences a place you know of that is an example of a culture within another culture.

Ich wohne in Chicago und es gibt da ein polnisches Viertel. Sehr viele Leute sprechen da Polnisch und essen polnisches Essen. Das ist wie Warschau, nur in Chicago. Und das finde ich sehr interessant!

## C. Krieg im Film

In small groups discuss films about WWII (or other wars, if you wish) that you have seen and comment on how "realistic" you find them to be. Here is a list of film titles and ideas to get you started.



Schindlers Liste (1993)  
Der Untergang (2004)  
Der Vorleser (2008)  
Lore (2012)  
Unbroken (2014)  
Fury (2014)

Der Film [Titel] ist (un)realistisch; kitschig; zu dramatisch; zu kurz/lang.  
Die Charaktere sind überzeugend<sup>1</sup>; übertrieben<sup>2</sup>; wahrheitsgetreu<sup>3</sup>.  
Die Handlung ist spannend; langweilig.

<sup>1</sup> *convincing*  
<sup>2</sup> *exaggerated; over the top*  
<sup>3</sup> *true to life*

Organization.

(Answer to ex. A): 1. 1914. 2. 1917. 3. 1918. 4. 1933. 5. 1938. 6. 1939. 7. 1941. 8. 1945. 9. 1949. 10. 1989

(FYI): This list ends with the *Mauerfall*. Although these events are increasingly distant in time (and even some new professors may not remember the events well), there are still commemorations of the *Mauerfall* and reunification, and the internet allows for easy access to plenty of current sources of information.



## D. Amerika in Deutschland

Lexi (Frankfurt, DE) remembers what it was like growing up with US military bases nearby. Read her narrative below and answer the questions that follow.



Es war schon was Besonderes, wenn man so einen Stützpunkt<sup>1</sup> besucht. Das ist wie ein großes Gebiet, wo die Amerikaner wohnen, wo ihre Armeengebäude sind, wo auch ihre Supermärkte und ihre Restaurants sind. Und wir durften in einige dieser Restaurants gehen, nicht in alle. Und als wir siebzehn oder achtzehn waren, waren wir sehr begeistert, in mexikanische oder amerikanische Restaurants zu gehen, die wir so in der anderen Umgebung<sup>2</sup> nicht finden konnten. Und das war auch eine ganz große Sache, weil wir erst vorher zur Bank gehen und Dollar abheben mussten, weil man nur in Dollar bezahlen konnte. Und man ist wirklich in amerikanisches Leben eingetaucht<sup>3</sup>. Man fährt also in dieses Gebiet rein, durch diesen Zaun durch und befindet sich dann auf amerikanischem Gebiet und das war schon aufregend. Und dann haben wir mehrmals das mexikanische Restaurant besucht, weil wir ja auch das Essen sehr mochten. Und ja, es war sehr witzig. Es war plötzlich eine andere Kultur mitten im eigenen Land.

- 1 base  
2 surrounding area  
3 eintauchen – to submerge

Stimmt das oder stimmt das nicht?

- |                                                               |                                                                          |
|---------------------------------------------------------------|--------------------------------------------------------------------------|
| 1. Deutsche durften keine amerikanische Stützpunkte besuchen. | 5. Deutsche konnten in den Restaurants auch mit deutschem Geld bezahlen. |
| 2. Es gab einen Zaun um die Stützpunkte herum.                | 6. Es gab auch andere mexikanische Restaurants in der Umgebung.          |
| 3. Man durfte in alle amerikanischen Restaurants gehen.       | 7. Lexi ist gern in amerikanische Restaurants gegangen.                  |
| 4. Lexi isst gern mexikanisch.                                | 8. Lexi konnte keine Dollar bekommen.                                    |

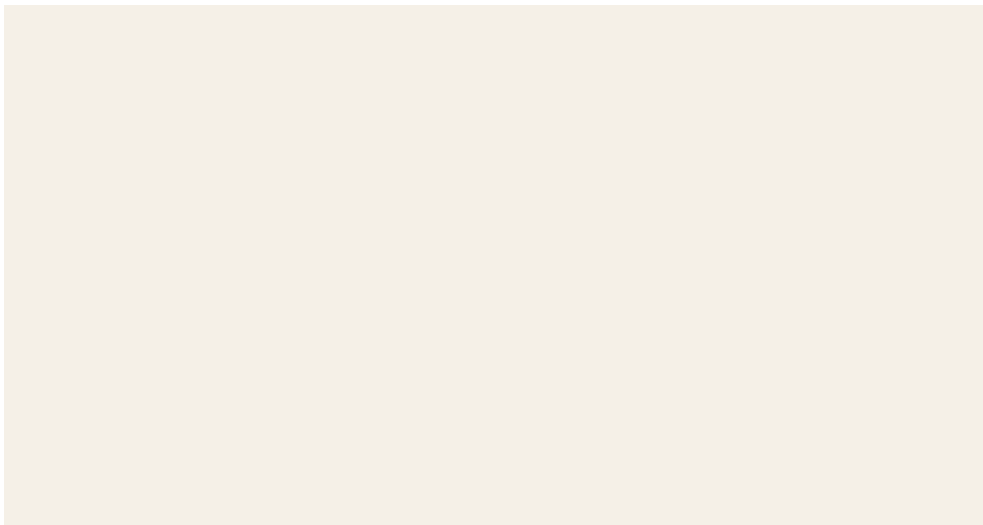
D. (Warm-up): Ask your sts to share their life stories. They might have family in the military stationed overseas, or they might have been born or lived abroad.

(Post-Reading): Ask sts to describe the tone of Lexi's account. *Wie sieht Lexi diese "andere Kultur mitten im eigenen Land"?*

(Ext.): Give sts a geography lesson. Look up Wikipedia's "List of United States Army Installations in Germany" to find US Military camps in DE. Alternatively, look up locations where, since 1956, the German *Luftwaffe* has been training in the USA (mostly in TX, CA, AZ and NM, though these military posts do not capture much attention).

## E. Heimkehr

Look at the photo on page 274 by Ernst Haas, an key Austrian figure in photojournalism. Describe the photo (taken after the end of WWII) in several German sentences, explaining what the people in the photo are doing, what they may be thinking or feeling and what you find interesting or effective about the photo.



Organization.

(Tip): Do a search for the *NY Times* online version of the *Interactive Immigration Map* ("Immigration Explorer") to get an idea of different historical immigration patterns to particular regions and cities in the US. Have sts research their hometown. Give them an example of what kinds of info they could write. For example: *Ich lebe in Chapel Hill, North Carolina. Dort leben viele Deutsche, denn ich sehe viele deutsche Autos mit deutschen Nummernschildern und Aufklebern. Das sieht lustig aus in Amerika. Außerdem gibt es eine sehr gute deutsche Bäckerei mit echt deutschem Brot namens „Guglhupf“.*

(Possible ans to ex D): 1. Stimmt nicht. Die Deutschen durften amerikanische Stützpunkte besuchen. 2. Stimmt. 3. Stimmt nicht. Man durfte in einige amerikanische Restaurants nicht gehen. 4. Stimmt. 5. Stimmt nicht. Deutsche mussten in den Restaurants mit Dollar bezahlen. 6. Stimmt nicht. Es gab in der Umgebung keine andere Restaurants. 7. Stimmt. 8. Stimmt nicht. Lexi konnte Dollar bekommen.

## F. Eine Scheibe Brot

Frau Löwenstein (Wuppertal, DE) talks about her experiences at the end of WWII. Read the text and answer the questions that follow.

F. (Warm-up): Since this is not an easy text for sts to understand, start by collecting associations of *Brot* on the board. Then move on to the idea of *Essen teilen*. Cover as many areas as you see fit, such as Biblical/religious, social and generational aspects.

(Photo): The photo shows a group of German POWs (*deutsche Kriegsgefangene*) being moved by Allied soldiers through a city in rubble.

Als der Krieg zu Ende ging, war das sehr interessant. Die Amerikaner durchforsteten die Wälder<sup>1</sup>, weil sich manche deutschen Soldaten darin versteckt<sup>2</sup> hielten, die dann weggelaufen waren. Und da kam zum Beispiel einer mal, der hatte furchtbare Angst und fragte bei uns, klingelte und fragte, ob er ein Stück Brot haben könnte. Und wir waren drei Personen, wir hatten nur zwei Stückchen Brot noch für uns selber. Und ein bisschen Mehl. Und ich sagte, wir hätten selber nichts und hatten auch Hunger. Und da sagte meine Mutter: „Wir haben zwei Stück. Da können wir eine Scheibe abgeben.“ Und wir drei haben uns die andere Scheibe geteilt. Und meine Mutter hat gesagt: „Wir haben noch etwas Mehl. Ich koche uns eine Mehlsuppe“.

Das war aber kein sauberes Mehl, das war sogenanntes Aufkehrmehl<sup>3</sup>. Ein Verwandter half in einem Lager mit, wo Mehl abgeladen<sup>4</sup> wurde. Wenn die Säcke hingestellt wurden, da fiel Mehl durch, wenn die Säcke nicht ganz dicht<sup>5</sup> waren. Und dann konnten die Arbeiter sich das Mehl aufkehren und mitnehmen. Und der hat uns

- 1 to comb the woods
- 2 verstecken – to hide
- 3 aufkehren – to sweep up
- 4 abladen – to unload
- 5 sealed



solches Mehl, eine Tüte voll, mitgebracht. Das war, nachdem wir dem Soldaten eine Scheibe Brot mitgegeben haben. Und ein paar Tage später haben wir eine Brotmarke<sup>6</sup> gefunden für ein Pfund Brot. Das sind Dinge, die man nie vergisst. Wir sind immer wieder beschenkt<sup>7</sup> worden, wenn wir von unserem Bisschen, was wir hatten, abgegeben hatten. So war das.

- 6 Marke – (food) stamp
- 7 to give a gift

1. Was haben die deutschen Soldaten im Wald gemacht?
2. Brot ist ein wichtiges Thema in Frau Löwensteins Erzählung. Wie war die Essenssituation für Frau Löwensteins Familie nach dem Krieg?
3. Beschreib die Idee von „Aufkehrmehl“ in deinen eigenen Worten.
4. Wie wird der deutsche Soldat beschrieben, der Frau Löwensteins Familie um eine Scheibe Brot bittet?
5. Wenn man etwas Gutes tut, dann passiert einem auch etwas Gutes, sagt Frau Löwenstein. Schreib über eine gute Tat, für die du belohnt worden bist.

Organization.

(Possible ans to ex F): 1. *Die deutschen Soldaten haben sich im Wald versteckt. Die amerikanischen Soldaten haben im Wald nach deutschen Soldaten gesucht. Sie haben den Wald durchforstet.*

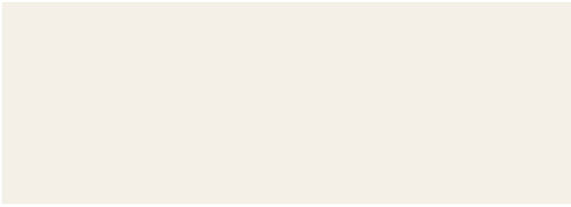
2. *Die Essenssituation für Frau Löwensteins Familie war schlecht, weil sie für drei Personen nur zwei Stückchen Brot hatten. Sie hatten auch etwas Mehl und haben eine Mehlsuppe gekocht.*

3. *„Aufkehrmehl“ ist das Mehl, das in einem Mehllager auf dem Boden liegt. Wenn man es sammelt, also aufkehrt, dann hat man „Aufkehrmehl“.*

4. *Der deutsche Soldat hat furchtbare Angst. Er möchte nicht entdeckt werden. Er hat Hunger und möchte eine Scheibe Brot haben.*

## G. Assoziationen

Was verbindest du mit dem englischen Wort "war"?



Nürnberg

G. (HW): This should certainly be done at home to not interrupt the flow of German in the classroom. This is preparatory work for ex I.

H. (Warm-up): Sts can take a look at the photograph on this pg and discuss how people might have lived in a city in ruins like those pictured here.

(Post-reading): Ask sts follow-up qns about the two parts, such as: *Was sagt Frau Löwenstein über die Zeit nach der Bombennacht von 1943? Wie beschreibt sie die zwei Amerikaner?*

I. (Tip): For this ex, sts have to not only reference their LB, but also the materials on the IA. This is not only a cross-cultural, but also an intergenerational task. Sts that might just be 18 years old have to compare their associations with war and suffering to those of Germans who experienced WWII firsthand. This is no easy task for them. If you are looking for substantial comparisons and a more analytical approach you might want to assign this writing task in English.

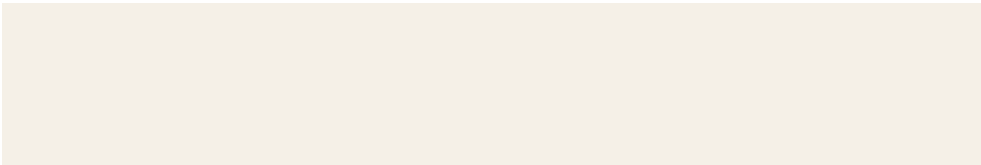
## H. Kriegszeit in Kassel

Frau Kropp (Warburg, DE) remembers her experiences of wartime in Kassel. Read the paragraphs below and note in each box at least four associations Frau Kropp has with *Kriegszeit* and *nach dem Krieg*.

1942 bin ich nach Kassel gekommen und ich habe in Kassel alle Angriffe miterlebt. Und habe den Krieg Gott sei Dank ohne Hunger überlebt<sup>1</sup>. Und 1943 in der Bombennacht haben wir alles verloren. Wir haben die Nacht an der Fulda<sup>2</sup> verbracht und am nächsten Morgen kamen die Aufklärer<sup>3</sup> und die haben alles fotografiert,

- 1 überleben – to survive  
2 Fulda River  
3 scouts

Kriegszeit



Tote, Lebendige, lagen wir alle in einer Reihe. Und dann sind wir zu Verwandten gekommen, nicht weit von Kassel. Die ersten sechs Wochen konnte ich abends nicht alleine auf die Straße gehen, da kriegte ich eine Gänsehaut<sup>4</sup>. Weil die Flieger abends über das Dorf brummt, haben wir immer im Keller geschlafen. Es ist nichts passiert, aber wir hatten immer Angst. Ja, es war nicht so einfach.

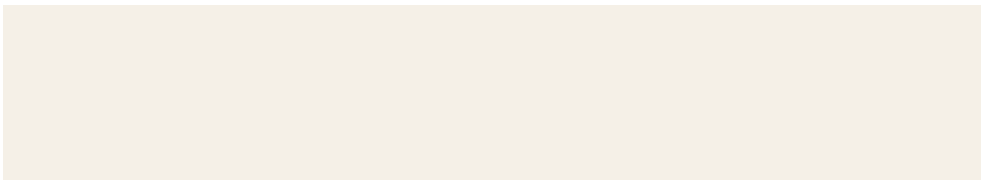
- 4 goosebumps

Und 1945 sind wir zurück nach Kassel gekommen, da haben wir in der Schanzenstraße im letzten Haus gewohnt. Und dann kamen die Amerikaner. Dann mussten wir das Haus verlassen und haben über den Sommer in der Baracke gewohnt. Aber die Amerikaner, die haben uns auch viel gebracht. Der Kommandant

war ein Jude, der mochte die Deutschen nicht leiden, aber ein Peter, der stellte<sup>5</sup> uns abends heimlich<sup>6</sup> Büchsen<sup>7</sup> mit Essen und Fleisch vor die Tür und das haben wir uns dann geholt. Ganz heimlich, dass keiner es sah.

- 5 stellen – to place, put out  
6 secretly  
7 cans

nach dem Krieg



## I. Ein Vergleich

Based on your work throughout the *Auf geht's!* program, write a summary of some of the key associations that Germans have with *Krieg*. Link these associations to historical events and some of the personal stories you have read. Then compare your associations to those of the Germans. How have your experiences shaped your associations? How might some of the Germans you have heard from react to your associations?



Organization.

(Possible ans to ex H): 1. *Angriffe, ohne Hunger überlebt, Bombennächte, Angst, im Keller schlafen*. 2. *Amerikaner kommen an, das Haus verlassen, in der Baracke wohnen, Essen und Fleisch von einem Amerikaner bekommen*.

(FYI): Kassel was almost completely destroyed in WWII through British bombardments. In the 1950s, the city was rebuilt in the then-prevailing architectural style and not as a replication of the old buildings in rubble.

**J. Vergangenheitsbewältigung**

Answer the following questions.

J. (Warm-up): Work with sts on the meaning of *Vergangenheitsbewältigung*, breaking it into *Vergangenheit* and *bewältigen*. Brainstorm on important historical events that have to be 'overcome'. Sts have written on this here for this activity, so they should be ready to offer their ideas in class.

K. (FYI): Even though sts should collect their thoughts in English, you should at least split up the discussion into a German and an English part. It is important to ensure that sts are able to express their ideas and thoughts about this particular German topic in German.



1. What do you associate with *Vergangenheitsbewältigung* (overcoming the past)?

2. In the case of West Germany, *Vergangenheitsbewältigung* has been an important social and political issue since World War II.

Which specific things from Germany's past do you suppose are key things to be "overcome"?

**K. Was ist Vergangenheitsbewältigung?**

Answer the following question.

1. Definition: *Vergangenheitsbewältigung* is the usual German term for efforts to deal publicly with the Nazi past. – Thomas McCarthy
2. Definition: *Vergangenheitsbewältigung* ist eigentlich "Guilt Management". – Thomas Kniesche
3. Definition: *Vergangenheitsbewältigung* ist "The Politics of Memory". – unknown

Question: When and how much do you hear about "dealing with our past" or "facing up to our national guilt and responsibilities" in the North American context? Which things from its past should North Americans deal with?

**Organization.**

(FYI): For the longest time, the term *Vergangenheitsbewältigung* was intrinsically connected to National Socialism and its atrocities, i.e., the Holocaust, genocide, dictatorship, crimes against humanity (*Verbrechen gegen die Menschlichkeit*) & crimes of war. In recent years, it has also been used to describe a coming to terms with E. DE's communist past. The Western Allies initiated the so-called *Entnazifizierung* to deal with National Socialist thinking & internalized propaganda mostly from a legal, but also social, p.o.v. The complexity of the topic is difficult to comprehend for anyone, let alone sts from a different culture and with a limited vocab. The arts tried extensively to make sense of this topic as *Erinnerungsarbeit/-kultur*, the complexity of which is evident in the titles, such as Staudte's film *Die Mörder sind unter uns* (1945/6), Borchert's drama *Draußen vor der Tür* (1947), Weiss' drama *Die Ermittlung* (1965), Syberberg's 7-hour film *Hitler – Ein Film aus Deutschland* (1977-80), Andersch's story *Der Vater eines Mörders* (1980), Hirschbiegel and Eichinger's film *Der Untergang* (2004) and Baier's film *Nicht alle waren Mörder* (2006). However, the US TV-series *Holocaust: Die Geschichte der Familie Weiss* (1978) by Chomsky occupies a special position within the German understanding of the Holocaust, as it offered the first large-scale exposure to the fate of the European Jews and the word „Holocaust“ as such for many Germans.



## L. Ein Tag der Befreiung

On May 8, 1985, Richard von Weizsäcker, President of West Germany at the time, gave a formative speech to commemorate the end of WWII 40 years earlier. Read the following excerpt from it and answer the questions that follow.



Viele Völker gedenken<sup>1</sup> heute des Tages, an dem der Zweite Weltkrieg in Europa zu Ende ging [...] – der 8. Mai 1945 ist ein Datum von entscheidender<sup>2</sup> historischer Bedeutung in Europa. [...] Der 8. Mai war ein Tag der Befreiung. Er hat uns alle befreit von dem menschenverachtenden<sup>3</sup> System der nationalsozialistischen Gewaltherrschaft<sup>4</sup>. [...] Es geht nicht darum, Vergangenheit zu bewältigen. Das kann man gar nicht. Sie lässt sich ja nicht nachträglich<sup>5</sup> ändern oder ungeschehen<sup>6</sup> machen. Wer aber vor der Vergangenheit die Augen verschließt<sup>7</sup>, wird blind für die Gegenwart.

- 1 to commemorate  
2 decisive  
3 verachten – to despise, hate  
4 rule of violence  
5 after the fact  
6 something that did not happen  
7 verschließen – to close

1. Geschichtlich ist der 8. Mai 1945

- ☐ das Ende des 2. Weltkrieges für alle Länder.  
☐ der Tag der bedingungslosen<sup>8</sup> Kapitulation Deutschlands.  
☐ ein Tag wie jeder andere.

<sup>8</sup> unconditional

2. Richard von Weizsäcker nennt den 8. Mai 1945

- ☐ einen Tag, an dem Deutschland triumphierte.  
☐ einen Tag der Niederlage<sup>9</sup> für Deutschland.  
☐ einen Tag, an dem Deutschland befreit wurde.

<sup>9</sup> defeat

3. Was brachte dieser Tag für alle Menschen?

- ☐ das Ende der nationalsozialistischen Tyrannei  
☐ den Beginn der nationalsozialistischen Tyrannei  
☐ das Ende der Befreiung

4. Was denkt von Weizsäcker über die Vergangenheit?

- ☐ Man kann sie bewältigen.  
☐ Man kann sie verändern.  
☐ Man kann von ihr lernen.

## M. Bei uns

Richard von Weizsäcker's 1985 speech reinterpreted May 8, 1945 as a day of liberation rather than defeat in the German conscience, making possible, for Germans, a reconciliation with their own past. Looking at your own country, write an essay on a historical event that you believe your country should rethink as a nation.



aus der Geschichte lernen  
die Vergangenheit neu interpretieren  
dankbar sein  
anderen Menschen vergeben<sup>10</sup>  
seinem eigenen Land vergeben

<sup>10</sup> to forgive, pardon

Mein Land sollte Thanksgiving/Labor Day/  
den Atombombenabwurf überdenken.

Man kann viel aus der Geschichte lernen  
und sein Land besser verstehen.

L. (FYI): The title of this reading ex hints at the shift that Richard von Weizsäcker's 1985 speech tried to elicit with regards to how Germans should think about 1945: not as a day of defeat but one of liberation.

(Ext.): Prepare a short reading on Richard von Weizsäcker, one of West Germany's formative Bundespräsidenten. Get a first idea about von Weizsäcker on the official website at [www.bundespraesident.de](http://www.bundespraesident.de) (link: "Die Deutschen Bundespräsidenten" on the left side). The entire speech is available on YouTube.de by putting "Weizsäcker Rede zum 8. Mai 1985" into the search field. He passed away in January 2015.

M. (Writing): For this essay, sts should focus on one particular event or day that they consider to have national importance and that they feel like is lacking a more critical assessment. This is not an easy task for some sts who might believe in the infallibility of their nation. To get sts started, you could collect a list of important events in class. This ex is not a comparison between DE and your sts' home country, but instead a self-reflective essay on one's own nation.

Organization.

(Ext.): This extension could also be used as a warm-up for ex M. Have sts brainstorm controversial US historical events. Start a discussion around the idea of reconciling with the events of our nation's past. Is it possible? If yes, how would we go about doing this? Have we already done some of this work in terms of the Native Americans or African-Americans and our past of slavery?

(Possible ans to ex L): 1. 2; 2. 3; 3. 1; 4. 3.

# 12.2 Der Osten

Culture: *Die DDR*

Vocabulary: Terms for historical narration

Grammar: *Hätte, wäre* and subjunctive of modals

A. (HW): Sts should go beyond simply writing down dates. Tell them that you expect more than three individual words, but instead would like to see three brief write-ups. Give them two examples. 1961: *Ost-Deutschland baut eine Mauer zwischen Ost- und West-Berlin. Es ist ein Höhepunkt des Kalten Krieges.* Or: *Die Mauer war bunt bemalt. Es gab viel Graffiti auf der westdeutschen Seite. Die ostdeutsche Seite war grau. Es gab auch einen Stacheldraht und Landminen auf der Ost-berliner Seite.*

B. (Ext.): There is a variety of videos available to give sts a picture of the Berlin Wall from 1961 to 1989. The two public TV-channels ARD and ZDF have a series called "100 Jahre – Der Countdown," which covers the most formative events of every year of the 20th century in ~9 mins. A complete list is available on YouTube.de as well as on DVD for purchase. The audio component is difficult to understand, but the visuals cover all of the iconic pictures of the *deutsch-deutsche Teilung*.

## A. Die Berliner Mauer

Write three things you know about the Berlin Wall.



## B. Berlin in der Nachkriegszeit

Complete the activities below.

1. This text describes six important events in the history of Berlin since WWII. In the boxes next to each paragraph, write the year when the event occurred.

1945      1948      1961      1989      1990      1991

Die Luftbrücke<sup>1</sup>. Die Sowjetunion blockiert alle Straßen von Westdeutschland nach Berlin. Die USA und ihre Alliierten transportieren elf Monate lang per Flugzeug Lebensmittel und andere Sachen nach Westberlin.

Hauptstadt. Im Kalten Krieg ist Bonn die Hauptstadt der Bundesrepublik Deutschland (BRD). Bonn liegt in der Nähe von Köln. Aber jetzt wird Berlin wieder die Hauptstadt der Bundesrepublik Deutschland.

Aufgeteilt. Der Zweite Weltkrieg endet. Berlin und Deutschland werden in vier Zonen aufgeteilt: die britische Zone, die französische Zone, die amerikanische Zone und die sowjetische Zone.

Der Mauerbau. Die Deutsche Demokratische Republik (DDR) baut mit Unterstützung der Sowjetunion eine Mauer um Westberlin. Für die Bürger der DDR wird es schwer oder sogar unmöglich, in den Westen zu reisen.

Die Wende. Die Mauer fällt und die Grenzen zur DDR werden geöffnet.

Wiedervereinigung<sup>2</sup>. Die BRD und die DDR werden ein Land.

<sup>1</sup> air bridge  
<sup>2</sup> reunification

When you see a long German word, try breaking it into pieces. What do you think these mean?

*Flugzeug* (flight + thing)  
*Lebensmittel* (life + means of)

2. Now go through the text again and underline or highlight every compound word like the examples to the right.

3. Write the German for the following terms.

East Germany:

West Germany:

Capital of West Germany before 1990:

Cold War

Organization.

(Film tip): Wolfgang Becker's 2003 film *Good-bye, Lenin!* is the most obvious choice if you want to give sts an idea of the type of upheaval and change that the fall of the Berlin Wall brought about for ordinary people. The film is available with English and German subtitles. The bpb.de website offers a good *Filmheft* with background information, a summary of the plot, character description and discussion qns that you can adjust to your level of instruction. Another film worth checking out is Dani Levy's 2004 comedy *Alles auf Zucker!*.

(Possible ans to ex B): Part 1: *Luftbrücke* 1948; *Hauptstadt* 1991; *Aufgeteilt* 1945; *Der Mauerbau* 1961; *Die Wende* 1989; *Wiedervereinigung* 1990. Part 2: *die Luftbrücke, die Sowjetunion, Westdeutschland, das Flugzeug, die Lebensmittel, Westberlin, die Hauptstadt, die Bundesrepublik, der Weltkrieg*. Part 3: 1. *Ostdeutschland/Deutsche Demokratische Republik (DDR)*. 2. *Westdeutschland/Bundesrepublik Deutschland (BRD)*. 3. *Hauptstadt von Westdeutschland/der Bundesrepublik Deutschland vor 1990*. 4. *der Kalte Krieg*.

## C. Gründung der DDR

Read the following text on the founding of the DDR and its eventual downfall. Then answer the questions that follow.

Die Deutsche Demokratische Republik wurde am 7. Oktober 1949 gegründet. Die DDR verstand sich als „sozialistischer Staat der Arbeiter und Bauern“. Am 17. Juli 1953 kam es zum ersten größeren Konflikt zwischen dem Staat und seinen Bürgern, als es in Berlin einen Arbeiteraufstand<sup>1</sup> gab. Truppen der Sowjetunion beendeten diese Proteste gewalttätig<sup>2</sup>, wobei Menschen starben. Mehr und mehr Menschen flohen daraufhin aus Ostdeutschland nach Westdeutschland, was „Republikflucht“ hieß und illegal war. Schon seit 1952 wurde die deutsch-deutsche Grenze streng kontrolliert, nicht aber die Grenze zwischen Ost- und West-Berlin. Nachdem jedoch ca. 3,5 Millionen Menschen aus der DDR geflohen waren, reagierte die Regierung am 13. August 1961 mit einer radikalen Methode: Sie baute eine Mauer um Westberlin herum. Die Berliner Mauer war 167,8 Kilometer lang und schwer bewacht<sup>3</sup>. Ungefähr 200 Menschen starben an der Berliner Mauer.

Im Sommer 1989 kam es zu einer massiven Auswanderungswelle via Ungarn und Österreich nach Westdeutschland. Es folgten Proteste und Demonstrationen gegen die Regierung der DDR.

- 1 worker revolt  
2 violently  
3 bewachen – to guard

1. Was ist „Republikflucht“ im Kontext der DDR?
2. Was erfährst du über die deutsch-deutsche Grenze?

3. Kreuz die richtigen Antworten an und verbessere die falschen Antworten.

- ☐ Die DDR sah sich als ein sozialer Staat.
- ☐ 1953 kam es zu Demonstrationen in Ostberlin.
- ☐ Die Berliner Mauer kostete vielen Menschen das Leben.
- ☐ Die Berliner Mauer fiel plötzlich und ohne Grund.
- ☐ Vor der Wiedervereinigung waren Ost- und Westdeutschland gleich groß.
- ☐ Helmut Kohl regierte nach dem Beitritt der DDR zur BRD.



Berliner Mauer Markierung

Die Berliner Mauer fiel letztendlich<sup>4</sup> am 9. November 1989. Am Ende der DDR lebten dort ca. 16 Millionen Menschen, wohingegen in Westdeutschland ca. 63,7 Millionen lebten. Am 3. Oktober 1990 folgte der offizielle Beitritt<sup>5</sup> der DDR zur BRD. Im Volksmund spricht man allerdings von der Wiedervereinigung Deutschlands. Am 17. Januar 1991 wurde Helmut Kohl der erste Kanzler des wiedervereinigten Deutschlands.

- 4 ultimately  
5 joining, admittance

C. (Ext.): To give sts more background on the history of the DDR, you might want to have them do some investigation. The materials available on the internet, for example, with regards to the DDR are endless; but here is just a very small selection of links that offer information on the *Mauer* and the *Grenzzaun* that separated not only Berlin, but all of Germany. This link looks at a small town that the Americans dubbed “Little Berlin,” as it was separated just like Berlin: see [www.moedlareuth.de](http://www.moedlareuth.de); part of the *Gedenkstättenkonzepts* of the Berlin Senate is the “*Stiftung Berliner Mauer*” and accessible at: [www.berliner-mauer-dokumentationszentrum.de](http://www.berliner-mauer-dokumentationszentrum.de); the “*Deutsches Historisches Museum*” at [www.dhm.de](http://www.dhm.de) has extensive materials online as well.

### Organization.

(Possible ans to ex C): 1. “*Republikflucht*” war das illegale Verlassen der DDR nach Westdeutschland. Man durfte nicht aus dem Osten in den Westen auswandern und auch nicht flüchten. Wenn der Staat über einen Plan zur Republikflucht hörte, dann kamen die Menschen, die flüchten wollten, ins Gefängnis. [Die Höchststrafe für versuchte Republikflucht betrug 8 Jahre Freiheitsstrafe. Selbst der Plan zur Republikflucht wurde mit 1-3 Jahren Freiheitsstrafe bestraft.] 2. Die deutsch-deutsche Grenze bestand von 1949-1989. Seit 1952 wurde die Grenze zwischen Ost- und West-Deutschland streng kontrolliert, aber die Grenze zwischen Ost- und West-Berlin war noch offen. Die Berliner Mauer war 167,8 km lang und schwer bewacht. 200 Menschen starben dort. 3. 2, 3, 4, 6. 4. [Take a look at the official website for the Bundesministerium des Innern at [www.freiheit-und-einheit.de](http://www.freiheit-und-einheit.de) that offers an array of different resources, such as speeches, facts, timelines, as well as pictures surrounding the German reunification.



D. (FYI): Most likely, your sts will list *Ich habe kein Geld* as the top reason for not being able to purchase a car. The idea with this short questionnaire is to get sts to think about the near impossibility of purchasing a car in former East DE. The process was long and arduous. You could distribute this information to your sts or read it aloud to them: *Wenn man in der DDR 18 Jahre alt war, musste man sich anmelden, wenn man ein Auto kaufen wollte. „Anmelden“ in diesem Kontext heißt, dass man sagen musste, dass man ein Auto kaufen will. Die Auswahl der Automarken war streng limitiert. Die zwei wichtigsten Automarken in der DDR waren der Trabant (Trabi) und der Wartburg. Normalerweise musste man 15 Jahre auf das Auto warten. Ein Trabi kostete ca. 10.000 Ostmark oder 30.000 Ostmark ohne Wartezeit. Ein Wartburg kostete zwischen 20.000 und 40.000 Ostmark. Man brauchte also Geld und viel Geduld. Am Ende der DDR hatten ca. 55 Prozent der Haushalte der DDR ein Auto.*

E. (Ext.): Have sts discuss how they would feel living in such as world as presented in ex E.

#### D. Einkaufen

If you were to need a new car, which of the following would be problems for you? Check all that apply!

- ☐ Ich kenne nicht die richtigen Leute.
- ☐ Ich habe kein Geld.
- ☐ Ich habe nicht genug Zeit.
- ☐ Ich weiß nicht, wo man ein Auto kaufen kann.
- ☐ Die Autos sind immer ausverkauft.
- ☐ Die Auswahl ist zu klein.

#### E. Einkaufen in der DDR

Read the following comments by citizens of the former DDR. Summarize what they are saying briefly in the boxes and answer the questions that follow.

**Christine (Duderstadt, DE):** Wenn man etwas kaufen wollte, brauchte man dazu Beziehungen. Ob man eine Million DDR-Mark auf dem Konto hat oder nur hundert, das machte keinen Unterschied, weil man für das Geld nichts kaufen konnte. Man brauchte Leute, die man kennt, und man muss selbst etwas tun, etwas geben. Wenn man ein Haus baut, braucht man Freunde, sonst geht es nicht, um Material zu kriegen, um die Arbeitskräfte<sup>1</sup> zu kriegen. Das kann man nicht machen, wenn man stinkig ist. Dann hat man keine Freunde. Und im Westen kann man sich es eben leisten<sup>2</sup>, wenn man Geld hat, stinkig zu sein.

<sup>1</sup> workers

<sup>2</sup> sich etw. leisten – to be able to afford something

**Stephanie (Erfurt, DE):** Wenn man eine Schlange gesehen hat, hat man sich hinten angestellt, obwohl man nicht wusste, was es gab. Weil man dachte, es gibt irgendwas, was es sonst nicht gibt. Und auch wenn ich es nicht brauche, ich kann es irgendwie tauschen. Für exotische Sachen wie Bananen und Orangen hat man eine Stunde Schlange gestanden. Und das war rationiert, was heißt: pro Familie ein Kilo Bananen. Und das gab's vielleicht zwei- bis dreimal im Jahr. Das Einkaufen war sehr billig. Es gab nicht so viel Auswahl, aber die Grundnahrungsmittel<sup>3</sup> gab es.

<sup>3</sup> food staples

Stimmt das oder nicht?

☐

1. In der DDR musste man viel Geld haben.

☐

2. In der DDR durfte man stinkig sein.

☐

3. Freundschaft war wichtiger als Geld in der DDR.

☐

4. Einige Lebensmittel waren rationiert.

☐

5. Man hat nicht oft Bananen bekommen.

☐

6. Lebensmittel waren sehr teuer in der DDR.

Organization.

(Possible ans to ex E): 1. *Man brauchte Beziehungen zum Einkaufen, weil es nichts zu kaufen gab. Das Problem war nicht das Geld, sondern die wenigen Produkte. Man musste also Freunde haben, damit man Materialien und Produkte bekam.* 2. *Wenn Menschen vor einem Geschäft gewartet haben, dann hat man auch gewartet, weil es vielleicht etwas zu kaufen gab. Wenn man etwas hatte, was man nicht brauchte, hat man es getauscht. Viele Sachen waren rationiert, z.B. Bananen und Orangen. Das Essen war billig und es gab immer die Grundnahrungsmittel.* 3. 1. *Stimmt nicht. In der DDR musste man nicht viel Geld haben, weil alles billig war.* 2. *Stimmt nicht. Es war wichtig, viele Freunde zu haben.* 3. *Stimmt nicht. Freundschaft war wichtiger als Geld.* 4. *Stimmt nicht. Es gab die Grundnahrungsmittel, aber nicht viele exotische Sachen.* 5. *Stimmt.* 6. *Stimmt nicht. Aber man hat automatisch Geld gespart, weil man oft nichts kaufen konnte.*





## F. Reisen

Fill in the blanks and circle your appropriate answers.

- Ich bin in  verschiedenen  
Ländern gewesen.
- Ich bin in  verschiedenen  
Bundesstaaten in den USA gewesen.
- Ich reise  gern / ungern.
- Ich würde mehr reisen, wenn ich mehr  
Geld / Zeit / Interesse hätte.



## G. Reisefreiheit in der DDR

Summarize the texts below and answer the questions that follow.

**Frau Köhrmann (Leipzig, DE):** Also, groß reisen konnte man nicht. Nur Richtung Osten. Ich bin also in Prag gewesen. Ich bin in Polen gewesen. In Warschau auch. Aber in den Westen konnte ich nicht fahren. Mein Bruder ist 1959 weggegangen und er hatte eine Frau gehabt. Die Eltern waren damals in Westdeutschland. Und sie erwartete ein Kind und hat die Eltern besucht. Das war noch möglich. Und dann kamen sie nicht wieder und sind da geblieben.

**Christine (Duderstadt, DE):** Ich kann mich gut daran erinnern, bevor die Mauern gebaut worden sind. Wenn wieder die Schule anfing, am ersten September, dann fehlten wieder vier Leute aus meiner Klasse, die in den Westen übergegangen sind. Dann wurden die Sachen, die denen gehört hatten, die Wohneinrichtung<sup>1</sup>, alles, was sie da gelassen hatten, das wurde da versteigert<sup>2</sup>.

Und dann auf einmal wurde diese Mauer gebaut und alle sagten dann, das ist eigentlich der antifaschistische Schutzwall und das müssen sie machen, damit hier nicht alle Leute weglaufen, die wir in der DDR ausgebildet haben. Das wurde uns alles in der Schule dann sehr plausibel erklärt, wie gut das ist und wie richtig das ist. Da kann ich mich gut daran erinnern.

<sup>1</sup> furniture

<sup>2</sup> versteigern – to auction off

1. Check the boxes of the countries that you think DDR citizens could travel to:

- |                                          |                                          |                                    |                                  |
|------------------------------------------|------------------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> Frankreich      | <input type="checkbox"/> Westdeutschland | <input type="checkbox"/> Polen     | <input type="checkbox"/> die USA |
| <input type="checkbox"/> die Sowjetunion | <input type="checkbox"/> Dänemark        | <input type="checkbox"/> Spanien   | <input type="checkbox"/> Vietnam |
| <input type="checkbox"/> Rumänien        | <input type="checkbox"/> Finnland        | <input type="checkbox"/> Bulgarien | <input type="checkbox"/> Kanada  |

2. Why do you think Christine says „bevor die Mauern gebaut worden sind“; i.e., “walls” in the plural?

3. Was ist dir wichtiger: Reisefreiheit oder Sicherheit?

F. (FYI): This ex is meant to prepare sts for the next reading text on travel during the Cold War. It is difficult for sts to imagine having travel plans restricted by one's own government. Even if you have sts in your class that grew up in an oppressive country with limited freedom of movement, they will not have this experience anymore now that they live in the US or Canada. It is, however, interesting to note that modern-day Germany restricts travel within Germany by asylum seekers while their cases are pending. The topic is too complex to be presented here in detail, but essentially the so-called *Residenzpflicht* rules that an asylum seeker may not leave the district where his/her asylum case is pending without previous approval of the authorities at a cost of 15 to 20 Euro.

G. (Warm-up): Ask your sts: Was würden Sie machen, wenn Sie einen Staat so groß wie Kentucky nicht ohne Erlaubnis verlassen dürften? Würden Sie sich eingesperrt fühlen und von der Welt abgeschlossen? [FYI: Kentucky is ca. 104,000 square km, East Germany was 108,000 square km.]

## Organization.

(Possible ans to ex G): Summaries: 1. Frau Köhrmann durfte nicht in den Westen reisen, nur in den Osten. Ihr Bruder und seine Frau sind 1959 einfach im Westen geblieben und nicht zurückgekehrt. Frau Köhrmann wurde also auch indirekt für die Tat ihrer Bruders bestraft. [This would be difficult for sts to grasp but you can go back to the idea of „Republikflucht“ mentioned in 12.2C and ask sts: Was, glauben Sie, ist mit der Familie von einem Menschen passiert, der Republikflucht versucht hat? 2. Christine erzählt, dass viele von ihren Klassenkameraden im Sommer mit den Eltern in den Westen geflüchtet sind. Das war vor dem Bau der Mauer. Die Sachen von den „Republikflüchtlingen“ wurden dann versteigert vom Staat. Die Mauer hat das dann gestoppt. In der DDR hieß die Mauer „antifaschistischer Schutzwall“. Die Lehrer erklärten die Funktion von der Mauer plausibel: Der Staat muss verhindern, dass alle ausgebildeten Menschen aus der DDR in den Westen gehen. Short answers G: 1. die Sowjetunion, Rumänien, Polen, Bulgarien, Vietnam [Sts could not get this from the text alone, but from readings in the IA and by guessing.] 2. There was also a demarcation fence between East and West Germany, as well as the Mauer im Kopf that Christine might be referring to. 3. Definitely ask sts about the reasons for their choice and in what context they see the one as more important than the other.

## H. Grenzgänger

Barbara (Bad Waldsee, DE) talks about her family history and leaving East Germany for the west. Read her story and answer the questions that follow.

Mein Vater wurde im Jahre 1939 als Soldat eingezogen<sup>1</sup>, und meine Mutter hat dann unsere Firma, das war eine Spielwarenfabrik, geleitet. Ich bin also während des Krieges aufgewachsen, mit zwei älteren Brüdern. 1944 bekam meine Mutter die Nachricht, dass mein Vater in der Ukraine in der Nähe von Kiew nach einer Schlacht<sup>2</sup> vermisst wurde. Sie hat zehn Jahre lang darauf gewartet, dass wir Nachricht von ihm bekommen, aber wir haben keine bekommen, und so wissen wir bis heute nicht, was mit meinem Vater passiert ist.

Und 1948, als Deutschland bereits drei Jahre lang in vier Besatzungszonen geteilt war, und Thüringen in die sowjetische Besatzungszone geteilt war, hat meine Mutter ihre Fabrik verloren. Die Fabrik wurde enteignet, oder nationalisiert. Das bedeutete, dass meine Mutter als Chefin ihren Posten verloren hatte, und irgendwo als Sekretärin arbeiten musste. Das war natürlich keine gute Situation für uns, weil wir einfach auch dann kein Einkommen mehr hatten. Und seit 1948 haben wir uns dann mit dem Gedanken<sup>3</sup> getragen, in den Westen zu flüchten. Meine Oma wohnte im westlichen Deutschland, südlich des Thüringer Waldes und schon während der Besatzungszeit ist

- 1 *drafted*
- 2 *battle*
- 3 *thought, idea*

1. Ist Barbaras Vater aus dem Krieg heimgekehrt?
2. Hat Barbara Geschwister?
3. Wo hat die Familie nach dem Krieg gewohnt?
4. Warum hat die Mutter ihre Stelle als Chefin der Fabrik verloren und wurde Sekretärin?
5. Warum haben die Mutter und Barbara Dinge aus der Fabrik gestohlen?
6. Was für eine Fabrik wollte die Mutter im Westen wieder aufbauen?
7. Wann ist Barbara dann in den Westen geflüchtet?



meine Mutter oftmals nachts über die Grenze, und hat geschmuggelt, und hat ihre Mutter besucht. Und das habe ich auch getan. So, wir waren sehr, sehr erfahrene Grenzgänger<sup>4</sup>.

1950 haben wir dann endlich den Entschluss<sup>5</sup> gefasst, wirklich den Osten zu verlassen. Und ich hatte meiner Mutter viel geholfen, nachts aus unserer Fabrik die Sachen zu stehlen<sup>6</sup>, also von unserer eigenen Fabrik, die Sachen zu stehlen, die sie brauchte, um wieder im Westen eine Spielwarenfabrik aufzubauen. Und ich erinnere mich noch daran, einmal nachts haben wir zwei elektrische Nähmaschinen<sup>7</sup> gestohlen und in unserem Keller versteckt. Und im Mai 1950 bin ich dann zunächst allein über die Grenze, und dann kam meine Mutter später nach.

- 4 *border crossers*
- 5 *decision*
- 6 *to steal*
- 7 *sewing machines*

(Possible ans to ex. H):

1. *Nein, Barbaras Vater ist aus dem Krieg nicht heimgekehrt. Es ist in der Nähe von Kiew gefallen und seither vermisst.* 2. *Ja, Barbara hat zwei ältere Brüder.* 3. *Die Familie hat in der sowjetischen Besatzungszone gelebt. Barbaras Großmutter lebte im westlichen Deutschland (in der amerikanischen Besatzungszone).* 4. *Die Fabrik wurde von der Sowjetunion enteignet. Die Mutter verlor also ihre Stelle als Chefin der Fabrik.* 5. *Sie haben Dinge aus der Fabrik gestohlen, weil sie im Westen ihre eigene Fabrik aufbauen wollten.* 6. *Sie wollten eine Spielwarenfabrik aufbauen.* 7. *Sie ist dann im Mai 1950 in den Westen geflüchtet.*

### Organization.

(Film tip): Leander Haußmann's 1999 film *Sonnenallee* is a pop-rock comedy that looks at the fictional lives of young teenagers in East Berlin in the 1970s. Through music, 17-year-old Michael and his group of friends seem to throw the East German regime into some disarray. The film features funny dance sequences and skillfully combines the comic with the tragic. A profoundly serious approach to coming to terms with the legacy of the Stasi and their intrusion into the private lives of their citizens, if offered by Florian Henckel von Donnersmarck's *Das Leben der Anderen* (2005). This is not an easy film for sts to deal with. You might find the [www.bpb.de/Filmheft](http://www.bpb.de/Filmheft) of interest as well.

## I. Meiner Meinung nach

How important are these things to you? Rate the five most important things to you from the list below, with 1 being *am wichtigsten*.

- |                                                         |                                                                     |
|---------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> die Selbstverwirklichung       | <input type="checkbox"/> dass andere mir helfen                     |
| <input type="checkbox"/> was meine Eltern sagen         | <input type="checkbox"/> allein klarzukommen                        |
| <input type="checkbox"/> Zusammenhalt mit Freunden      | <input type="checkbox"/> was meine Freunde über mich denken         |
| <input type="checkbox"/> was ich über mich selbst denke | <input type="checkbox"/> dass ich über Studium und Beruf entscheide |
| <input type="checkbox"/> dass ich anderen helfe         | <input type="checkbox"/> soziale Sicherheit                         |

I. (HW): This ex is meant to get sts into the mind-set of being able to decide what they find to be of particular importance in their lives. Sts should do this at home.

(Ext.): You can follow up in class with an interpretation of their choices. Collect their answers on the board or a prepared transparency to save time and follow up with: *Die meisten von Ihnen finden es am wichtigsten, dass sie über Studium und Beruf entscheiden können. Was heißt das nun konkret?* [possible ans.: überall studieren zu können, die Uni (theoretisch) frei wählen dürfen, den Beruf wechseln können]

## J. Mentalität

Stephanie (Erfurt, DE) makes some observations on the difference in mentality of people who grew up in East and West Germany. Read the texts and complete the tasks that follow.



Berlin, 1986

Vom Staat war alles vorgegeben<sup>1</sup>. Diese ganze Selbstverwirklichung<sup>2</sup> gab's nicht. Hier fällt mir immer auf, ich muss mich selber verwirklichen. Ich muss was werden. Ich muss das machen, was ich machen möchte. Dieses Denken gab's dort nicht, sondern man hat oft eine Ausbildung vom Staat bekommen. Das war nicht das, was man wollte, aber man hat etwas bekommen. Man hatte eine Sicherheit, aber man hatte nicht die Möglichkeit<sup>3</sup>, sich zu verwirklichen.

- 1 *determined*
- 2 *self-actualization*
- 3 *opportunity*

DDR (Ostdeutschland)

Die Leute haben auch besser zusammengehalten<sup>4</sup>, weil man wenig hatte. Man musste viel improvisieren und deswegen hat man zusammengehalten. Hier ist man so aufs Individuum bezogen<sup>5</sup>. Und dort ist man aufs Kollektiv bezogen. Und ich musste auch lernen, mit diesem Individuumsdenken klarzukommen<sup>6</sup>. Das musste ich auch lernen. Ich hatte mich öfter über andere definiert als über mich selber. Das ist der Hauptunterschied, glaube ich.

- 4 *zusammenhalten – to stick together*
- 5 *focused*
- 6 *mit etwas klarkommen – to deal with*

BRD (Westdeutschland)

1. Note the key differences between living in the BRD and DDR.

2. Was meint Stephanie? Warum gibt es diese Unterschiede?

## K. Im Rückblick

As you have learned, there were both advantages and disadvantages to life in the former DDR, and some of these differences still exist in modern German society.



Write an essay in German summarizing everything you have learned about the pros and cons of life in the DDR. Refer to the many texts in this *Thema*, as well as the *Auf geht's!* Interactive, both for content and ideas on how to construct your sentences effectively.

Das Leben in der DDR war weder nur schlecht noch nur gut. Es gab dort Vorteile und Nachteile. Es gab genug zu essen, aber es gab nicht sehr viele exotische Lebensmittel. Ein Problem war auch die Reisefreiheit, die im Prinzip nicht existierte.

K. (Pre-Writing): Make clear that you expect sts to look over the text in the LB as well as on the IA again to be able to find and include substantial info in their essay.

Organization.

(Possible ans to ex J): 1. *DDR: vom Staat war alles vorgegeben; Ausbildung vom Staat bekommen; Sicherheit haben; Leute haben zusammengehalten; viel improvisieren; BRD: die Ausbildung und den Beruf frei wählen; Selbstverwirklichung; auf das Individuum bezogen; sich über sich selbst definieren. 2. Es gab (oder gibt) einen Unterschied im Denken. Es war eine unterschiedliche Mentalität in der DDR und in der BRD.*

# 12.3 Auslandsjahr

Culture: Americans studying in Germany  
Vocabulary: Reflections on cultural differences  
Grammar: Subjunctive with *wenn*

A. (Warm-up): You may have sts in your class that have already done a year or semester abroad. Ask them to talk about their motivations and what they consider the most important aspect of this experience in retrospect.

B. (Warm-up): Reward the sts with one of your own stories of living and studying abroad. Or tell them the story of how you learned German, or if you are German, how you came to teach German in the US or Canada.

## A. Ein Jahr in Deutschland

Choose your top three reasons to study in Germany, and rank them 1 to 3, with 1 as the best.

- ☐ Deutsch besser lernen
- ☐ selbstständig werden
- ☐ sich verwirklichen
- ☐ billiger studieren
- ☐ deutsche Vorfahren
- ☐ eine andere Kultur kennen lernen
- ☐ gutes Bier und guten Wein trinken
- ☐ einfach so aus Spaß
- ☐ die eigene Kultur besser verstehen
- ☐ ein besseres Studium haben

## B. Warum Deutschland?

On this page and the next, three international students discuss their reasons for studying in Germany. Note key words for each in the boxes provided and answer the questions that follow.

**Il Yun (Korea):** Die europäische Kultur und die europäischen Wertmaßstäbe<sup>1</sup> haben unsere Gesellschaft in den letzten 100 Jahren stark beeinflusst, vor allem durch Japan und die USA. Aber diese Europäisierung, sogenannte Modernisierung, ist ein bisschen nicht so geeignet<sup>2</sup>, glaube ich. Das ist so nicht unsere eigene Kultur. Wir müssen diese Situation überwinden<sup>3</sup>. Ich möchte noch gern tiefer die Kultur und die Gesellschaft in Europa kennen lernen, um unsere eigene zu finden.

**Anne Marie (Irland):** Ja, ich habe mit 13 angefangen Deutsch zu lernen in der Sekundarschule bei uns in Irland. Und als ich 15 war, habe ich die Möglichkeit gehabt, einen Schüleraustausch zu machen. Dann bin ich nach Schwaben gefahren und habe dort drei Monate verbracht. Ich bin in die Schule gegangen, ich habe bei einer Familie gewohnt und ich muss sagen, dass ich nur tolle Erfahrungen damals gemacht habe. Danach habe ich Deutsch als Hauptfach gewählt und jetzt studiere ich Deutsch. Ich würde sagen, dass der Grund, dass ich jetzt Deutsch überhaupt studiere und überhaupt in Deutschland bin, ist, weil ich so wundervolle Erfahrungen gemacht habe, als ich 15 war.

<sup>1</sup> values  
<sup>2</sup> appropriate  
<sup>3</sup> überwinden – to overcome



München

Organization.

(FYI): Unit 12.3 offers a truly international perspective as it includes interviews with people from all over the world.

(Possible ans to ex B): *Il Yun: Einfluss der europäischen Kultur; Europäisierung und Modernisierung ist ungeeignet für Korea; diese Situation muss man überwinden in Korea; von der europäischen Kultur lernen, um die eigene zu finden. Anne Marie: mit 13 angefangen Deutsch zu lernen; hatte die Gelegenheit zu einem Schüleraustausch für 3 Monate; tolle Erfahrung; Deutsch als Hauptfach; Deutschstudium; wundervolle Erfahrungen in DE mit 15. [cont'd on the next page]*



**Nikos (Griechenland):** Ich bin hier vor zwei Jahren als Erasmus Student gewesen. So habe ich meine ersten Kontakte hier geknüpft. Und natürlich war ich sehr zufrieden mit dem Studiensystem. Das Studiensystem Deutschlands ist sehr flexibel. Organisatorisch und wissenschaftlich auch. Zusätzlich<sup>1</sup> gibt es auch finanzielle Vorteile. Deutschland hat keine Studiengebühren, noch nicht. Und es gibt kulturelle und traditionelle Vorteile. Deutschland hat noch eine sehr gute Tradition, eine sehr tiefe Kultur, die dem Studium helfen können.

<sup>1</sup> in addition

C. (Tip): If you stick to only asking for three sentences as suggested in the LB, tell sts that you would like to have fairly complex sentences that show their growing knowledge of German towards the end of their first year. Otherwise, you may consider turning this into a shorter essay for HW.

|                                                             | Il Yun                   | Anne Marie               | Nikos                    |
|-------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Wer möchte in Deutschland studieren, weil es Spaß macht? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Wer findet das deutsche Unisystem besser organisiert?    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Wer möchte die eigene Kultur besser verstehen?           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Wer war AustauschschülerIn?                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Wer spricht über finanzielle Gründe?                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Wer interessiert sich für Geschichte?                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Was meinst du? Wer wird DeutschlehrerIn?                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Was meinst du? Wer wird Geschäftsmann/frau?              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Mittelrhein

### C. Und du?

Write three sentences about why you are studying at your current college/university. Use the 12.3B texts as models.

Organization.

(Possible ans to ex B continued): *Nikos: Erasmus Student; erste Kontakte geknüpft; sehr zufrieden mit dem Studiensystem (sehr flexibel); finanzielle Vorteile; keine Studiengebühren* [back then in general, slightly different nowadays which you could explain to your sts: between 0 Euro (Hessen) and 500 Euro (Baden-Württemberg) per semester depending on the federal state and type of university, often more for those beyond their 3rd semester of the regular length of study (*Regelstudienzeit*)]; *kulturelle und traditionelle Vorteile; sehr gute Tradition, sehr tiefe Kultur in DE.*

1. Anne Marie. 2. Nikos. 3. Il Yun. 4. Anne Marie. 5. Nikos. 6. Il Yun, Nikos. 7. Anne Marie. 8. There is no set ans. Sts should take a guess.

D. (Tip): As Germany continues to discuss the pro and cons of the newly minted B.A., you might wish to keep your eyes open about new developments that would either supplement or even void this overview from the University of Heidelberg.

(Warm-up): Ask sts: *Was ist ein B.A. Studium in Amerika oder Kanada? Können Sie das einem Deutschen erklären? Welche Kurse müssen alle Studenten belegen? Wie finden Sie die Organisation des Studiums an Ihrer Universität/Ihrem College?*

#### D. 2010: Bachelor in Deutschland

In order to have university standards that conform with other countries, German universities have switched to a B.A. and M.A. system. Read how the *Universität Heidelberg* describes it with their program in *Molekulare Biotechnologie* and summarize the advantages for students after each section.



Das Studium gliedert sich<sup>1</sup> in ein dreijähriges BA-Studium, das mit dem Bachelor-Grad (*Bachelor of Science*, B.A.) abgeschlossen wird. Daran schließt sich<sup>2</sup> ein zweijähriges Master-Studium mit dem Abschluss *Master of Science* (M.Sc.) an. Das Studium ist modular gegliedert und der Studienfortschritt wird über Credit Points (*European Credit Transfer System; ECTS*) bewertet. Die Einführung von Credit Points soll der zunehmenden Globalisierung Rechnung tragen<sup>3</sup> und die internationale Mobilität der Studierenden steigern<sup>4</sup>. Im MA-Studium, in dem problemorientiertes Lernen im Vordergrund<sup>5</sup> steht, wird Englisch als Unterrichtssprache eingesetzt.

- 1 sich gliedern – to be organized
- 2 sich anschließen – to follow
- 3 Rechnung tragen – to take into account
- 4 to increase
- 5 foreground

Die Organisatoren<sup>6</sup> gehen davon aus, dass die meisten Absolventen<sup>7</sup> des BA-Studiums bei Eignung<sup>8</sup> auch den MA-Teil wählen werden. Denkbar ist aber auch, dass einige Absolventen den BA-Teil als Basis wählen werden, um in andere Berufszweige zu gehen, in denen eine solide Basis der Life-Sciences verlangt wird, zum Beispiel Patentwesen<sup>9</sup>,

- 6 organizers
- 7 graduates
- 8 if suitable
- 9 patent law / administration

Journalistik oder Wirtschaft. In den USA ist es üblich<sup>10</sup>, dass BA-Absolventen als Techniker in Forschungsinstituten und Industrie arbeiten. „Wir halten es für sehr wahrscheinlich, dass wir auch in Deutschland gut ausgebildete BA-Absolventen in diesem Arbeitsbereich vermitteln<sup>11</sup> können“, sagt Prof. Dr. Michael Wink.

- 10 customary
- 11 to place, find a position for

Organization.

(Possible ans to ex D):

1. Der Vorteil des neuen BA-Studiums in Deutschland ist, dass Studenten „Credit Points“ bekommen, die die internationale Mobilität fördern. In der Globalisierung der Welt braucht man einen Standard. Im MA-Studium wird dann auf Englisch unterrichtet. Auch das ist gut in der globalisierten Welt.

2. Studenten mit einem BA-Studium können dann einen MA-Teil wählen. Der BA ist eine gute Basis für den MA oder für andere Berufszweige. Die USA sind Vorbild und Prof. Dr. Michael Wink will, dass es auch in DE gut ausgebildete BA-Absolventen gibt.

## E. Die Deutschen

Read these comments by foreign students about Germans and summarize them in the boxes provided.

**Agnieszka (Polen):** Die Deutschen sind auch ein bisschen verschlossen. Das habe ich auch bemerkt. Und die Beziehungen zwischen Familienmitgliedern sind vielleicht nicht so eng wie bei uns. Ich habe hier eine Deutsche kennen gelernt. Sie ist 18 und sie wohnt allein, hat eine eigene Wohnung. Und bei uns geht das nicht.

**Katja (Russland):** Ich habe bemerkt, es gibt einen Unterschied bei den Deutschen, die auch schon mal im Ausland für ein Jahr oder ein Semester waren. Ich habe gefunden, dass sie eigentlich viel aufgeschlossener sind und auch viel hilfsbereiter, weil sie wissen, wie es einem geht, wenn man im Ausland ist – anderes Essen, andere Leute, andere Sprache. Mit solchen Deutschen habe ich sehr, sehr gute Erfahrungen gemacht. Die sind viel aufgeschlossener und auch irgendwie hilfsbereiter. Sie sprechen auch langsamer.

**Anne Marie (Irland):** Die Deutschen können vielleicht am Anfang etwas kalt sein. Aber wenn man eine richtige Beziehung zu einer Deutschen hat, dann wird es dauern. Mit 15 bin ich nach Deutschland gekommen und die Familie, bei der ich gewohnt habe, bleibt immer noch in Kontakt mit mir. Ich habe dort mein eigenes Zimmer, sie sind echt nett und wie meine zweite Familie hier in Deutschland. Und ich habe auch die gleiche Erfahrung mit Freunden in der Uni gemacht. Die sind vielleicht am Anfang etwas zurückhaltend, aber nach einer Weile klappt es irgendwie.

E. (Reading): Time for an end-of-the-semester assessment of pronunciation. Have sts prepare to read these texts as HW, and then give them a grade for pronunciation and presentation in class.

## F. Willkommen



Based on your work throughout the *Auf geht's!* program, write a guide for Germans visiting your home country, with the top ten things they need to know to have a positive experience. Write your essay in German unless your instructor specifies otherwise.



San Francisco, CA

Organization.

(Possible ans to ex E): *Agnieszka: Die Deutschen sind ein bisschen verschlossen. Die Familienbeziehungen sind nicht so eng wie in Polen. In Polen wohnt man mit 18 nicht allein, aber in DE geht das. Katja: Die Deutschen, die schon einmal im Ausland waren, sind anders als die, die nur in DE gelebt haben. Die einen sind viel aufgeschlossener und hilfsbereiter. Mit solchen Deutschen hat Katja sehr gute Erfahrungen gemacht, weil sie auch langsamer sprechen. Anne Marie: Die Deutschen können ein bisschen kalt sein. Wenn man aber eine richtige Freundschaft hat, bleibt man in Kontakt. An der Uni sind die Studenten am Anfang etwas zurückhaltend, aber dann klappt es.*

# 12.4 Im Nachhinein

Culture: Germans studying in America  
Vocabulary: Reflections on personal transformation  
Grammar: Passive with *wird* and *wurde*

A. (HW): Once sts have written up a paragraph at home, you can ask a couple of sts to read their accounts while you jot down notes of how they felt on the board.

B. (FYI): Your sts will surely all consider different phrases to be of particular importance, but here are a couple of general highlights: *interessante Erfahrung; ich mich sehr verändert; in seinem eigenen Land einen ganz eingeschränkten Blick; mein Land ganz anders sehen; viele Vorurteile abbauen; es gibt nicht eine Wahrheit; viel reifer geworden, viel älter.*

C. (Practice): Here, sts have to recycle the information from text B, yet they are also expected to add additional advantages. It is certainly up to you as the instructor to choose the format, but it is a good idea to have sts draw up a list in which they have to use the infinitive, for example, instead of always asking them to write complete sentences.

## A. Warst du schon einmal Ausländer?

Write four sentences about a time you were either a foreigner or felt like a foreigner.

Wo war das? Wann war das? Mit wem warst du da?  
Wie hast du dich gefühlt?



China

## B. Anna im Ausland

Read Anna's (Göttingen, DE) thoughts on her year in the US and underline or highlight the important phrases in the text.

Ja, das war eine interessante Erfahrung, in ein fremdes Land zu gehen. Ich habe mich sehr verändert in der ganzen Zeit. Ich habe neue Gewohnheiten kennengelernt. Ich habe gesehen, dass man anders leben kann. Wenn man nur in seinem Land bleibt, hat man einen ganz eingeschränkten<sup>1</sup> Blick. Und auf einmal bekommt man auch den Blick eines Anderen. Man lernt den

<sup>1</sup> limited

Blick eines Anderen auf sein eigenes Land. Ich kann mein Land auch ganz anders sehen, wenn ich im Ausland bin. Und ich glaube, dadurch kann man viele Vorurteile abbauen. Einfach sagen, so wie wir es machen, ist es auch richtig, aber man kann es auch anders richtig machen. Es gibt nicht eine Wahrheit, sondern ganz viele Wahrheiten. Ich denke, ich bin auch viel reifer geworden, viel älter.

## C. Vorteile

Make a list of the advantages (according to Anna) of studying abroad. List some additional advantages.

Organization.

(Film tip): Consider showing the 2002 Spanish-French co-production *L'Auberge Espagnole* as a classic among those films that look at cross-cultural (mis-)understandings with humor and an open mind. Cédric Klapisch's film tells the story of the French student, Xavier, who is majoring in business and spends a year in Barcelona as an *Erasmus* student. The three languages used in the film are French, Spanish and English, and thus offer an interesting view of multilingual and multinational modern-day Europe. The one drawback of the film is its length of 122 minutes.



## D. Armin in Amerika

Read the text from Armin (Göttingen, DE) and answer the questions that follow.



Das Jahr in Amerika hat mir sehr, sehr viel gebracht. Es war eine der besten Zeiten meines Lebens. Ich bin viel gereist durch die westlichen Staaten und auch nach Kanada und habe wirklich viel gesehen, viele Leute kennengelernt. Und ich habe sogar auch meine jetzige Ehefrau in Amerika kennengelernt. Sie hat auch an der UCLA studiert durch ein Austauschprogramm aus Rio de Janeiro in Brasilien. Wir haben jetzt vor zwei Monaten geheiratet.

Die wichtigste Sache, die ich über mich selber gelernt habe, war, dass ich sehr viel flexibler werden musste. Ich war früher, bevor ich in den USA war, sehr viel unflexibler. Ich habe viele Sachen zu eng gesehen und hatte einfach Schwierigkeiten mich anzupassen. Jetzt bin ich mit einer Brasilianerin verheiratet, die viele Dinge völlig anders sieht als ich. Und ich denke, noch vor fünf Jahren hätte ich vieles überhaupt nicht verstanden, hätte vieles gar nicht ausgehalten. Ich bin immer sehr ordentlich und versuche überall ein System zu haben. Wenn jemand anders dann nicht die gleiche Einstellung zur Ordnung hat, dann wäre das sehr schwierig geworden. Heute bin ich einfach lockerer geworden.

D. (FYI): Your sts will be familiar with Armin from the IA. This text offers excellent sentences that sts can use as guiding examples for their last ex in Unit 12.4 at the conclusion of *Auf geht's!*. The sentence structure is clear yet complex and includes many basic words that sts should not feel intimidated by. The simplicity of the qns should provide sts with an additional boost of confidence about their developing language skills.

1. Wohin ist Armin gereist?

2. Woher kommt die Frau von Armin?

3. Wo haben sie sich kennen gelernt?

4. Was hat Armin gelernt?

5. Wie ist Armin geworden?

6. Wie war Armin vor fünf Jahren im Vergleich zu jetzt?

Organization.

(Possible ans to ex D): 1. *Armin ist nach Amerika gereist.* 2. *Seine Frau kommt aus Rio de Janeiro in Brasilien.* 3. *Sie haben sich bei UCLA in Los Angeles kennen gelernt.* 4. *Armin hat gelernt, flexibler zu sein.* 5. *Er ist lockerer geworden.* 6. *Armin war vor seinem Austauschprogramm unflexibler als heute. Er hat früher viele Sachen zu eng gesehen und hätte sie auch gar nicht ausgehalten, wenn sie anders gewesen wären.*

E. (FYI): Much like Armin's account, Jens' story of his year abroad is also fairly straight-forward. Now, however, sts have to write longer answers and interpret Jens' statement in more depth than they had to with Armin's story.

(Warm-up): If you read/discussed Armin's story during the previous lesson, use it as a warm-up to move towards Jens' account. Ask sts basic comprehension qns to contrast or support both their viewpoints: *Wohin sind beide gereist? War es für beide eine positive Erfahrung? Warum?*

### E. Jens in den USA

Read the text from Jens (Göttingen, DE) and answer the questions that follow.

Meine Zeit in den USA war eine ganz besondere Zeit. Denn in einer anderen Kultur zu leben ist doch eine ganz andere Sache, als wenn man nur als Tourist da für zwei oder drei Wochen zu Gast ist. Ich habe mich dort besonders frei gefühlt, weil die Menschen sehr herzlich und sehr offen sind und man im Gegensatz<sup>1</sup> zu Deutschland sehr schnell und sehr warm empfangen wird. Das soll nicht heißen<sup>2</sup>, dass die Leute in Deutschland sehr kalt sind. Sie sind auch sehr nett und sehr freundlich. Aber man muss häufig<sup>3</sup> erst das Eis brechen, bevor man diesen warmen Kern<sup>4</sup> in ihnen entdeckt. Und das ist ein wesentlicher<sup>5</sup> Unterschied zu den Amerikanern und das ist auch das, was ich an den Amerikanern sehr schätze.

- 1 contrast
- 2 to imply
- 3 often
- 4 core, kernel
- 5 essential



Rothenburg ob der Tauber

1. Wie beschreibt Jens die Amerikaner? (*at least three sentences*)

2. Wie sind die Deutschen im Vergleich zu den Amerikanern?

Organization.

(Possible ans to ex E): 1. *Jens beschreibt die Amerikaner als sehr herzlich und sehr offen. Sie empfangen einen Gast sehr warm. Mit Amerikanern kann man das Eis schneller brechen als mit Deutschen.* 2. *Die Deutschen sind im Vergleich zu den Amerikanern ein bisschen kälter. Es dauert länger bis man mit einem Deutschen das Eis brechen kann und den weichen Kern entdeckt.*

## F. Ein Mauerblümchen blüht auf

Read Stephanie's (Erfurt, DE) text and answer the questions that follow.

Geprägt<sup>1</sup> hat mich am meisten mein erstes Jahr in Amerika, weil ich mich da selber kennengelernt habe und weil ich da tolle Menschen kennengelernt habe. Das hat mich von meinem Wesen<sup>2</sup> her am meisten geprägt. Ich war vorher so ein bisschen ein Mauerblümchen<sup>3</sup>. Ich habe schon immer viel erzählt, aber das war es auch schon. Ich habe viel mehr gelesen. Und dort bin ich richtig aufgeblüht<sup>4</sup>. Das hat mich positiv geprägt. Überhaupt Auslandsaufenthalte<sup>5</sup> prägen. Also kann ich jedem empfehlen, das zu machen.

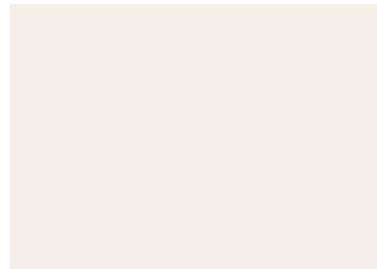
- 1 formed, influenced  
2 essence  
3 wallflower  
4 aufblühen – to blossom  
5 der Aufenthalt – stay

Ich denke, man ist wie ein Stück Holz<sup>6</sup>. Wenn man irgendwas macht, dann kriegt man eine Kerbe<sup>7</sup>. Und so kriegt man seine Form. Und wenn man nichts macht, nicht weggeht, nicht in ein anderes Land geht oder zumindest neue Sachen ausprobiert, dann kriegt man keine Kerben und hat keine charakteristische Gestalt. Und deswegen denke ich mir, man muss viele Kerben haben, um so die eigene Persönlichkeit zu haben, gute und schlechte Kerben.

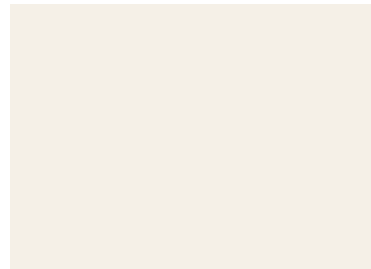
- 6 wood  
7 chip, notch

1. Zwei Listen machen:

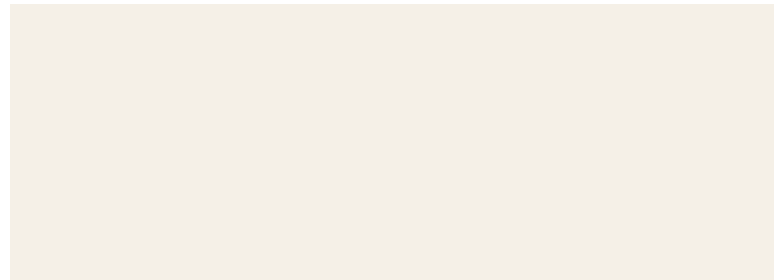
Stephanie vor dem Auslandsaufenthalt



Stephanie nach dem Auslandsaufenthalt



2. Nenne eine Kerbe (Erfahrung), die dich geformt hat.



F. (FYI): Much like Armin, Stephanie compares the person she is with the person she was before she went to the US.

G. (Tip): Use this last essay as an assessment of what your sts have learned in your course. Or rather, you will soon discover what points they found most interesting or memorable. Some of their answers may surprise you. Think about their responses when constructing your lesson plans for next year.

(Possible ans): 1. Vor dem Auslandsaufenthalt: sie war ein Mauerblümchen; sie hat viel erzählt, aber nicht viel mehr gemacht; sie hat viel gelesen. 2. Nach dem Auslandsaufenthalt: sie ist richtig aufgeblüht und aufgelebt; das Jahr hat sie positiv geprägt; sie hat neue Erfahrungen gesammelt; sie hat jetzt eine eigene Persönlichkeit.

## G. Zu guter Letzt



How has studying the German-speaking cultures affected your perspectives on one or more of the following? Write in English unless your instructor specifies German.

- your own culture
- your own identity
- the German culture(s)
- foreigners living in your home country



Organization.

(FYI): You've done it! A year of successful German teaching. Congratulations! We hope to have the privilege of helping you again with the second year of German, using the next book in the Evia Learning series, *Weiter geht's!*.

# Unit 1: Smalltalk

1.1a Subject pronouns  
1.1b Present tense verbs  
1.2 Nouns and gender

1.3a Yes-no questions  
1.3b Wh- questions  
1.4 Basic word order

## 1.1a Subject pronouns

Every sentence in both German and English has a subject, which is a noun (person, place, thing or idea) that is either doing an action or is the topic (subject) of the sentence. Pronouns (I, you, it, we, etc.) that are used as the subject of the sentence are called subject pronouns. In German these subject pronouns are:

|                      |                |                  |                       |
|----------------------|----------------|------------------|-----------------------|
| <b>ich</b>           | I              | <b>wir</b>       | we                    |
| <b>du</b>            | you (informal) | <b>ihr</b>       | you (informal plural) |
| <b>er / sie / es</b> | he / she / it  | <b>sie / Sie</b> | they / you (formal)   |

Note that lowercase *sie* means either 'they' or 'she,' while uppercase *Sie* is the formal way of saying 'you.' This may seem confusing at first, but you'll get the hang of it soon.

The pronoun has to correspond in gender and number to the noun that it replaces. Thus, we would say:

*Der Mann heißt Michael. Er ist jung.*

## 1.1b Present tense verbs

Verbs in German have different endings in the present tense, depending on what the subject is. While this is true in English as well, the number of possible endings in English is very restricted. In general, only the 3rd person singular has a different ending in English, while German has more options:

|                |                 |                       |                    |
|----------------|-----------------|-----------------------|--------------------|
| I go           | we go           | <i>ich gehe</i>       | <i>wir gehen</i>   |
| you go         | you (plural) go | <i>du gehst</i>       | <i>ihr geht</i>    |
| he-she-it goes | they go         | <i>er-sie-es geht</i> | <i>(S)ie gehen</i> |

In German, verb endings must match both the person (first, second, or third) and number (singular or plural) of the subject. Another way of saying this is that the verb has to **agree** with the subject.

Every verb has a stem, formed by taking the base form of the verb (known as the **infinitive**) and removing the *-en* ending. To conjugate a verb, you add the appropriate ending to the verb stem to indicate person and number. For *gehen*, the stem is *geh-* and endings are added as in the example above.

Naturally there are a few verbs that don't follow this pattern for whatever reason. They are called **irregular** verbs because they don't behave like regular verbs in some way. The two most common irregular verbs in German are *haben* and *sein* – these forms you simply have to memorize:

| haben            |      |              | sein  |                  |      |
|------------------|------|--------------|-------|------------------|------|
| <b>ich</b>       | habe | <b>wir</b>   | haben | <b>ich</b>       | bin  |
| <b>du</b>        | hast | <b>ihr</b>   | habt  | <b>du</b>        | bist |
| <b>er-sie-es</b> | hat  | <b>(S)ie</b> | haben | <b>er-sie-es</b> | ist  |
|                  |      |              |       | <b>(S)ie</b>     | sind |

## 1.2 Nouns and gender

German nouns have grammatical gender, which means that every noun is classified as masculine, feminine or neuter. Sometimes these genders match common expectations. The word *der Mann* (man) is masculine, and *die Frau* (woman) is feminine. But this is not always the case: *das Kind* (child) is neuter.

The vast majority of nouns do not relate to "real-world" gender, but nonetheless each noun is classified as masculine, feminine or neuter. While there are general tendencies, most often the gender of a noun cannot be predicted, which means you need to memorize them.



## 1.2 Nouns and gender (cont'd)

Noun gender is crucial because German has various endings for adjectives and articles that modify nouns, and these endings depend on the gender of the noun.

Gender is indicated by the definite articles *der*, *die*, *das* that go with each noun:

***der*** Mann

***die*** Frau

***das*** Kind

It is important to learn the definite article with each noun so that you can remember the gender along with the word. This is more work in the beginning, but it will help you later in your German studies because you won't have to keep looking up words that you already know just to remember what the gender is.

## 1.3a Yes-no questions

To ask a yes-no question in German, place the conjugated verb (the one that agrees with the subject) at the beginning of the sentence.

*Bist du aus den USA?*

Are you from the USA?

English uses this method sometimes, such as in sentences with the verb 'to be' or where there is a helping verb:

Are you crazy?

Have you been sick?

But sometimes English uses the verb 'do': Do we have any homework?

German, on the other hand, always forms yes-no questions by putting the verb first:

*Haben wir Hausaufgaben?*

Do we have homework?

## 1.3b Wh- questions

English has so-called wh-questions that begin with one of our wh- question words: who, what, when, where, and why. German has similar questions words that begin with w-:

***wann*** when

***wie*** how

***was*** what

***wo*** where

***wer*** who

***woher*** from where

W-questions in German begin with the question word:

*Wann beginnt Deutsch?*

*Woher kommst du?*

*Wie heißt du?*

## 1.4 Basic word order

The most basic way to construct a sentence is to start with the subject. For example:

*Das Wetter ist heute schön.* The weather is nice today.

The most basic German sentence follows the form: Subject - Verb - Everything else. However, unlike in English, you can create natural-sounding sentences in German that don't start with the subject. Yet even in these sentences, the conjugated verb (that agrees with the subject) has to remain the second element in the sentence. For instance, we could modify our sentence above to say:

*Heute ist das Wetter schön.* Today the weather is nice.

You can see that the rest of the word order stays the same in English, but in German it changes. The subject *das Wetter* comes after the verb, which has to stay in the same position. If you wanted to, you could even say:

*Schön ist das Wetter heute.* Nice is the weather today.

This sounds very strange in English but is only slightly unusual in German (and it is grammatically correct).

This is a significant difference between English and German word order. The main thing to remember: The verb comes second!

# Unit 2: Familie und Freunde

2.1a Stem-changing verbs

2.1b Gern + verb

2.2a Definite and indefinite articles

2.2b Possessives

2.3 Plural forms

2.4 Comparisons

## 2.1a Stem-changing verbs

German has many verbs that follow a regular conjugation pattern, such as *wohnen* (to live), which becomes: *ich wohne*. The *-e* on the stem *wohn-* indicates the 1st person singular. The stem *wohn-* stays the same throughout the various conjugations (*du wohnst, wir wohnen*). But German also has stem-changing verbs, where the stem itself changes for the 2nd and 3rd person singular. These stem changes are specially marked on your vocabulary lists. Make sure to learn these forms with the verb. Take a look at the verb *lesen* (to read):

| lesen     |       |       |       |
|-----------|-------|-------|-------|
| ich       | lese  | wir   | lesen |
| du        | liest | ihr   | lest  |
| er-sie-es | liest | (S)ie | lesen |

Even though stem-changing verbs are difficult at first, there are certain patterns you can follow. Here is a comprehensive list of these patterns:

|                   |                   |                     |                  |
|-------------------|-------------------|---------------------|------------------|
| a → ä             | au → äu           | e → i               | e → ie           |
| fahren → er fährt | laufen → er läuft | treffen → er trifft | lesen → er liest |

## 2.1b Gern + verb

*Gern* is a simple word that expresses that you like to do something. You can also use it to express your dislike of something by adding *nicht* to the adverb *gern*.

*Er arbeitet gern zu Hause.*

He likes to work at home.

*Ich wohne nicht gern in New York.*

I don't like living in New York.

This is a very different construction from English, and would translate literally as: 'He works gladly at home.'

## 2.2a Definite and indefinite articles

Like English, German has definite articles (*der, die, das* = the), and indefinite articles (*ein, eine, ein* = a/an). For the most part, use *der/die/das* when you use 'the' in English and a form of *ein* when English uses 'a'.

*Die Frau hat eine Tochter.*

*The woman has a daughter.*

In English, the articles 'the' and 'a/an' don't change. In German they take endings depending on their gender (masculine, feminine, neuter) and what **case** they are used in. At the moment, you are using the nominative case, which is used to indicate subjects. You'll learn about other cases, such as accusative, in following units.

|                  | definite | indefinite |
|------------------|----------|------------|
| <b>masculine</b> | der      | ein        |
| <b>feminine</b>  | die      | eine       |
| <b>neuter</b>    | das      | ein        |

## 2.2b Possessives

Possessive articles are words that show to whom or to what something belongs. Here is a list of German possessive articles and their English counterparts:

|              |                 |               |     |              |                        |
|--------------|-----------------|---------------|-----|--------------|------------------------|
| <b>mein-</b> | my              | <b>ihr-</b>   | her | <b>euer-</b> | your (informal plural) |
| <b>dein-</b> | your (informal) | <b>sein-</b>  | its | <b>ihr-</b>  | their                  |
| <b>sein-</b> | his             | <b>unser-</b> | our | <b>Ihr-</b>  | your (formal)          |

## 2.2b Possessives (cont'd)

Two things are important for possessives: the gender of the noun to whom something belongs (the possessor) and the gender of the person or thing that is “possessed.” The possessive article itself varies according to the possessor (e.g., *sein*, *ihr*, etc.), but the endings of the possessive article reflect the gender and number of the thing possessed. Case also matters, but we will discuss that later on. So for example:

*Das ist Silvia (f). Ihre Schwester (f) wohnt in Kalifornien.*  
This is Sara. Her sister lives in California.

*Das ist Silvia (f). Ihr Bruder (m) wohnt in Deutschland.*  
This is Sara. Her brother lives in Germany.

*Das ist Peter (m). Seine Schwester (f) wohnt in Ungarn.*  
This is Peter. His sister lives in Hungary.

*Das ist Peter (m). Sein Hund (m) wohnt in Köln.*  
This is Peter. His dog lives in Cologne.

Possessive articles take the same endings as the indefinite article *ein*.

## 2.3 Plural forms

German has a wide variety of plural forms. When learning a new noun, learn its plural form as well. Luckily, the definite article for the plural form of all nouns in the nominative and accusative case (Unit 3) is always *die*.

| Plural change                         | Singular form + notation | Plural form      |
|---------------------------------------|--------------------------|------------------|
| no change in plural form              | der Stiefel, –           | die Stiefel      |
| add ending: –e                        | der Stift, –e            | die Stifte       |
| add ending: –en                       | die Bibliothek, –en      | die Bibliotheken |
| add ending: –er                       | das Bild, –er            | die Bilder       |
| add ending: –n                        | die Socke, –n            | die Socken       |
| add ending: –nen                      | die Schülerin, –nen      | die Schülerinnen |
| add ending: –s                        | der Pulli, –s            | die Pullis       |
| vowel change: umlaut                  | die Mutter, –            | die Mütter       |
| vowel change: umlaut; add ending: –e  | der Zahn, –e             | die Zähne        |
| vowel change: umlaut; add ending: –er | das Hauptfach, –er       | die Hauptfächer  |

There is one additional plural form that is used for those nouns without plural forms, such as *die Musik*. If you want to talk about different types of music or sports, you add *–arten* to the stem: *die Musikarten*, *die Sportarten*. Or for different types of sausages or cheeses, add *–sorten*: *die Wurst*, *die Wurstsorten* and *der Käse*, *die Käsesorten*.

## 2.4 Comparisons

When we compare ourselves to others, we can go about this in two ways: either we say that we are more or less (adjective) than somebody else or we are equal to that person.

For example: “I am **happier than** he is” or “I am **as successful as** she is.”

In German, we say, “*Ich bin glücklicher als er*” and “*Ich bin so erfolgreich wie sie*,” respectively.

The comparative in German adds an *–er* to the adjective and sometimes needs an umlaut for certain words:

|                                      |                           |
|--------------------------------------|---------------------------|
| <i>Ich bin groß.</i>                 | I’m tall.                 |
| <i>Ich bin größer als er.</i>        | I’m taller than he is.    |
| <i>Ich bin so groß wie er.</i>       | I’m as tall as he is.     |
| <i>Ich bin nicht so groß wie er.</i> | I’m not as tall as he is. |

# Unit 3: Wohnen

3.1a Accusative for direct objects  
3.1b Negation with *nicht* and *kein*  
3.2 *Möchte*

3.3 Prepositions with accusative  
3.4a Separable-prefix verbs  
3.4b Inseparable-prefix verbs

## 3.1a Accusative for direct objects

By now you have already come across the term 'subject' in reference to word order in Unit 1 and Unit 2. To review, the subject of a sentence is the agent of the sentence and the conjugated verb agrees with the subject. The term 'direct object' refers to another noun in the sentence that is not the agent, but rather is an object (even if it is a person) upon which some sort of action is performed. In English, you can't tell whether a noun is functioning as a subject or an object in a sentence just by looking at it; word order is the deciding factor. Consider the difference between these two sentences:

The dog sees the man. vs. The man sees the dog.

Word order tells us who the subject is that is doing the seeing. This is often not the situation in German, which uses case endings to show whether a noun is functioning as a subject or a direct object. Case is associated with definite articles (*der, die, das*) as well as different endings on indefinite articles or adjectives. Case is used to show how the nouns function in a sentence. This allows one to play around with word order while keeping the same meaning. In the example with the dog, we would express the dog seeing the man as:

*Der Hund sieht den Mann. OR Den Mann sieht der Hund.*

The *den* in *den Mann* is in the accusative case, which indicates that this noun is the direct object rather than the subject of the sentence, even though it is in the first position. Thus these two sentences mean the same thing: the dog sees the man.

This example only works with a sentence that has at least one masculine noun, as they are the only nouns that have a different article in the accusative case (used for direct objects) compared to the nominative case (used for subjects). If we use two feminine nouns, we are faced with the same dilemma as in English:

*Die Katze sieht die Frau.* The cat sees the woman.

*Die Frau sieht die Katze.* The woman sees the cat.

The essential difference you need to know here is that German has other means besides word order to show whether a noun is a subject or an object, namely case, and you cannot rely on word order alone to recognize subjects and direct objects like in English. You can find a table with all possible combinations of cases and endings at the back of this book.

## 3.1b Negation with *nicht* and *kein*

In German, there are two ways to indicate negation, one using *nicht* and one using *kein*. The word *nicht* is used to negate verbs, adverbs and entire sentences, as well as nouns with definite articles (*der, die, das*) and possessive articles (*mein, dein, sein, ihr, unser, euer*). Here are some examples with *nicht*:

|                                       |                                      |
|---------------------------------------|--------------------------------------|
| <i>Das dauert nicht lang.</i>         | This won't last long.                |
| <i>Ich verstehe die Wörter nicht.</i> | I don't understand the words.        |
| <i>Das ist nicht mein Bier.</i>       | That's not my business. <sup>1</sup> |

Use *kein*, which is an *ein*-word, to negate a noun with an indefinite article (*ein*) or without an article at all. *Kein* takes the same endings as *ein*, so case, gender and number are important.

|                                 |                                    |
|---------------------------------|------------------------------------|
| <i>Ich habe einen Bruder.</i>   | <i>Ich habe keinen Bruder.</i>     |
| <i>Ich habe eine Schwester.</i> | <i>Ich habe keine Schwester.</i>   |
| <i>Ich habe Geschwister.</i>    | <i>Ich habe keine Geschwister.</i> |

English does not have anything like *kein* so make sure to focus on noticing it when you read and hear it to start getting a feel for how it is used.

<sup>1</sup> This is a colloquial German phrase, so the translation is not direct. Use this phrase with your conversation partners for that authentic German touch.



### 3.2 Möchte

The verb *möchte* means “would like”: *Ich möchte einen Film sehen* = I would like to see a movie. *Möchte* behaves a little differently from other present tense verbs, in particular because the final *-t* is dropped for the 3rd person singular: *er-sie-es möchte*. You will also notice that the main verb, the verb that gives the meaning of what you want to do, moves to the end of the sentence.

I don't want to eat fish.

*Ich möchte keinen Fisch essen.*

You'll also notice that, unlike English, you don't need another word for ‘to’ when using an infinitive in German.

*Ich möchte Eis essen.*

I would like **to eat** ice cream.

### 3.3 Prepositions with accusative

Prepositions are words that show connections or relationships between a noun and something else in the sentence. Examples in English are: *with, on, above, for, between, under*. The preposition plus the noun it is associated with (as well as articles and adjectives) are called **prepositional phrases**:

with some peanut butter  
for the time being  
under intense investigation

above all else  
between you and me  
on a whim

The noun or pronoun associated with the preposition is called a **prepositional object**. Because prepositional objects are nouns, they need to be in a specific case. However, prepositional phrases aren't subjects or objects of sentences. So you can't say something like: “With some peanut butter is here” or “I would like an above all else.”

Each German preposition is associated with one specific case, or ‘takes’ a certain case (sometimes one of two, depending on context). Any nouns associated with that preposition are automatically put in that case.

For now, we will learn six prepositions in German, all of which take the accusative case. Any noun phrase (a noun plus its articles and adjectives) associated with these prepositions is put in the accusative case.

|              |                  |              |                   |
|--------------|------------------|--------------|-------------------|
| <i>bis</i>   | until, by (date) | <i>gegen</i> | against           |
| <i>durch</i> | through; by      | <i>ohne</i>  | without           |
| <i>für</i>   | for              | <i>um</i>    | around; at (time) |

You'll notice that some prepositions have multiple translations in English. There is not a 1-to-1 relationship between prepositions in German and English because this small set of words has to do so much work, explaining all the possible spatial, temporal and attitudinal relationships between words. *Durch* for example usually translates into English as ‘through’ when talking about physical space (*durch die Tür*) but it also can be translated as ‘by means of’:

*Man lernt durch Fehler.*

You learn by (means of) making mistakes.

The trick here is to remember that each specific use of a preposition in English may or may not be the same as in German, so be suspicious and don't simply ask, “How do you say ‘with’ in German?” Why? Because English uses the preposition ‘with’ in dozens of ways, and those ways might use a number of different prepositions in German depending on the exact meaning or usage you're going for.

### 3.4a Separable-prefix verbs

Some verbs in German have prefixes, which are short word parts attached at the beginning of a word that modify or change the meaning of the main verb they are attached to. So for example, the prefix *un-* in English can negate or reverse the meaning of the word it is attached to: important → unimportant.

German verbs have many prefixes as well, which are separated into two groups: separable and inseparable. Separable prefixes can separate from their main verb, while inseparable prefixes cannot separate.

Let's look at some examples:

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| <i>aufräumen</i> – to clean up                   |                                           |
| <i>Sie räumt das Zimmer auf.</i>                 | She's cleaning the room.                  |
| <i>einschlafen</i> – to fall asleep              |                                           |
| <i>Die Studenten schlafen im Unterricht ein.</i> | The students are falling asleep in class. |

Here are some common separable prefixes (that look a lot like prepositions but are not):

|                |                           |                                        |
|----------------|---------------------------|----------------------------------------|
| <i>an-</i>     | <i>kommen</i> – to come   | <i>ankommen</i> – to arrive            |
| <i>auf-</i>    | <i>räumen</i> – to vacate | <i>aufräumen</i> – to clean up         |
| <i>aus-</i>    | <i>sehen</i> – to see     | <i>aussehen</i> – to appear, look like |
| <i>mit-</i>    | <i>arbeiten</i> – to work | <i>mitarbeiten</i> – to cooperate      |
| <i>vor-</i>    | <i>gehen</i> – to go      | <i>vorgehen</i> – to proceed, go first |
| <i>weg-</i>    | <i>fahren</i> – to drive  | <i>wegfahren</i> – to drive away       |
| <i>zurück-</i> | <i>kommen</i> – to come   | <i>zurückkommen</i> – to come back     |

Separable prefixes separate when conjugated in the present tense, and the prefix goes to the end of the sentence:

*Ich komme morgen an.*  
*Wir sehen gut aus.*  
*Wir arbeiten gerne mit.*  
*Mein Hund kommt hoffentlich zurück.*

When the verb appears in the infinitive, like after *möchte*, it is written together as one word (not separated):

*Wir möchten das Zimmer aufräumen.*  
*Sie möchte nicht zurückkommen.*  
*Er möchte gut aussehen.*

### 3.4b Inseparable-prefix verbs

In addition to separable prefix verbs, German has a good number of inseparable prefixes for verbs. As you might guess, inseparable prefixes stay with the main verb at all times. Some common inseparable prefixes for verbs are:

|             |                                |                                  |
|-------------|--------------------------------|----------------------------------|
| <i>be-</i>  | <i>kommen</i> – to come        | <i>bekommen</i> – to receive     |
| <i>ent-</i> | <i>kommen</i> – to come        | <i>entkommen</i> – to escape     |
| <i>er-</i>  | <i>kennen</i> – to know        | <i>erkennen</i> – to recognize   |
| <i>ge-</i>  | <i>hören</i> – to hear, listen | <i>gehören</i> – to belong to    |
| <i>ver-</i> | <i>stehen</i> – to stand       | <i>verstehen</i> – to understand |
| <i>zer-</i> | <i>stören</i> – to disturb     | <i>zerstören</i> – to destroy    |

When pronouncing these words, the stress never falls on inseparable prefixes. If you listen, you can tell whether a prefix is separable or inseparable depending on where the word stress falls:

*ANkommen* vs. *entKOMMen*

# Unit 4: Ausgehen

## 4.1 Modal verbs

### 4.2a Dative with indirect objects

### 4.2b Dative prepositions

### 4.3a Telling time

## 4.3b Time expressions

### 4.4a Predicate adjectives

### 4.4b Adjective endings

#### 4.1a Modal verbs

Modal verbs modify a main verb and alter its meaning to show things like ability, permission, obligation, desire and probability. English has them too: *can, shall, must, may, ought*, etc. The German modal verbs are:

|               |                    |               |                  |
|---------------|--------------------|---------------|------------------|
| <b>dürfen</b> | to be allowed to   | <b>sollen</b> | should           |
| <b>können</b> | can; to be able to | <b>wollen</b> | to want (to)     |
| <b>mögen</b>  | to like (to)       | <b>müssen</b> | must; to have to |

Modal verbs with an umlaut (*dürfen, können, mögen, müssen*) retain the umlaut in the plural forms, but not in the singular forms. Note that with modal verbs, the 1st and 3rd person singular are identical.

| dürfen    |        |       | können |       |        |
|-----------|--------|-------|--------|-------|--------|
| ich       | darf   | wir   | kann   | wir   | können |
| du        | darfst | ihr   | kannst | ihr   | könnt  |
| er-sie-es | darf   | (S)ie | kann   | (S)ie | können |
| mögen     |        |       | müssen |       |        |
| ich       | mag    | wir   | muss   | wir   | müssen |
| du        | magst  | ihr   | musst  | ihr   | müsst  |
| er-sie-es | mag    | (S)ie | muss   | (S)ie | müssen |

For those modal verbs that do not have an umlaut in the infinitive (*sollen, wollen*), the conjugated forms are much more regular; *sollen* is the most regular of all modal verbs:

| sollen    |        |       | wollen |       |        |
|-----------|--------|-------|--------|-------|--------|
| ich       | soll   | wir   | will   | wir   | wollen |
| du        | sollst | ihr   | willst | ihr   | wollt  |
| er-sie-es | soll   | (S)ie | will   | (S)ie | wollen |

When using modals, other verbs go to the end of the sentence: *Ich will Wasser trinken.*

#### 4.2a Dative with indirect objects

The dative case is used in German to indicate who is receiving something or benefiting from an action.

*Die Studierenden geben dem Dozenten die Aufgabe.*

*Die Studierenden* is the subject of this sentence, and it is in the nominative case. *Die Aufgabe* is the direct object, the thing being given, and it is in the accusative case. *Dem Dozenten* is the recipient (indirect object).

Here are the dative forms of the definite and indefinite articles:

|            |            |            |                 |
|------------|------------|------------|-----------------|
| dem Mann   | der Frau   | dem Kind   | den Menschen    |
| einem Mann | einer Frau | einem Kind | keinen Menschen |

#### 4.2b Dative prepositions

You have already looked at some prepositions that require the accusative case, such as *für, gegen*, and *ohne*. There are eight prepositions in German that take the dative case. Any noun phrase connected with one of these prepositions needs to have dative case endings.

|              |                   |                                                        |
|--------------|-------------------|--------------------------------------------------------|
| <i>aus</i>   | out of            | <i>Sie geht schnell aus dem Zimmer.</i>                |
| <i>außer</i> | besides           | <i>Außer Bier und Wein gibt es auch Cola.</i>          |
| <i>bei</i>   | at; next to; with | <i>Wir essen heute bei meinen Eltern.</i>              |
| <i>mit</i>   | with              | <i>Ich möchte ein Haus mit einer Garage.</i>           |
| <i>nach</i>  | after; to         | <i>Nach dem Deutschunterricht gehe ich nach Hause.</i> |
| <i>seit</i>  | for (time)        | <i>Ich lerne seit 2 Jahren Deutsch.</i>                |
| <i>von</i>   | from; of          | <i>Das ist das Auto von meinem Mitbewohner.</i>        |
| <i>zu</i>    | to; for           | <i>Zum (= zu + dem) Frühstück trinke ich Kaffee.</i>   |

## 4.3a Telling time

There are two basic ways to tell time in German, one in normal conversation and one for events, public transportation schedules and other more formalized situations.

**Official time:**

For official events like train schedules, movie times, meetings, etc. most Germans use the 24-hour clock.

The morning hours are what you might expect: 1.00 = 1 AM, 5.00 = 5 AM

After noon (12.00) you can calculate the PM time by subtracting 12 from the number in front of the period.

$$15.00 = 15 - 12 = 3:00 \text{ PM}$$

When saying official time in German, say the number for the hour, then *Uhr*, then the minutes:

$$17.54 = \text{siebzehn Uhr vierundfünfzig} \quad 3.30 = \text{drei Uhr dreißig}$$

**Conversational time:**

Conversational time uses the numbers 0-12 only. When saying full hours, just say the number and then *Uhr*:

$$7.00 \quad \text{Es ist sieben Uhr.}$$

The one exception is *ein Uhr* for 1.00 (not *eins Uhr*). You can also leave out the *Uhr* and say the time without it:

$$8.00 \quad \text{Es ist acht.}$$

In this situation, for 1.00 you say *Es ist eins*.

Use *Uhr* only for full hours, not if any kind of minutes are indicated.

In conversation, you can add *morgens*, *nachmittags* or *abends* to clarify morning or afternoon.

$$7:00 \text{ PM} \quad \text{sieben Uhr abends}$$

For time before and after the hour, use *vor* (before) and *nach* (after):

$$1.10 \quad \text{Es ist zehn nach eins.} \quad 3.50 \quad \text{Es ist zehn vor vier.}$$

You can also use *Viertel* (quarter) for 15 minutes or *halb* for 30 minutes before the NEXT hour (this can be unintuitive for the native English speaker, who is used to saying it is half past the previous hour):

$$2.45 \quad \text{Es ist Viertel vor drei.} \quad 4.30 \quad \text{Es ist halb fünf.}$$

To say at what time something is, use the preposition *um* with the time:

$$\text{Der Film beginnt um 7.00 abends.} \quad \text{Der Kurs beginnt um 8.30 morgens.}$$

To say how long something lasts, use the prepositions *von ... bis*.

$$\text{Der Film läuft von 22.00 bis 23.45.}$$

**Summary:**

|                    | Time       | Conversational           | 24-hour clock            |
|--------------------|------------|--------------------------|--------------------------|
| <i>morgens</i>     | 9.00       | <i>neun Uhr</i>          | <i>9 Uhr</i>             |
|                    | 9.05       | <i>fünf nach neun</i>    | <i>9 Uhr 5</i>           |
|                    | 9.15       | <i>Viertel nach neun</i> | <i>9 Uhr 15</i>          |
|                    | 9.30       | <i>halb zehn</i>         | <i>9 Uhr 30</i>          |
| <i>nachmittags</i> | 15.45      | <i>Viertel vor vier</i>  | <i>15 Uhr 45</i>         |
|                    | 15.50      | <i>zehn vor vier</i>     | <i>15 Uhr 50</i>         |
| <i>abends</i>      | 20.10      | <i>zehn nach acht</i>    | <i>20 Uhr 10</i>         |
|                    | 20.30      | <i>halb neun</i>         | <i>20 Uhr 30</i>         |
|                    | 24.00/0.00 | <i>Mitternacht</i>       | <i>24 Uhr oder 0 Uhr</i> |



### 4.3b Time expressions

Time expressions help us clarify how often, when, until when or for how long we do something. For now, we will focus on adverbial time expressions. Here is a list of frequently used time expressions:

|                |                    |                |                |
|----------------|--------------------|----------------|----------------|
| <i>abends</i>  | in the evening     | <i>heute</i>   | today          |
| <i>bald</i>    | soon               | <i>jetzt</i>   | now            |
| <i>damals</i>  | back then          | <i>mittags</i> | midday         |
| <i>danach</i>  | after that         | <i>morgen</i>  | tomorrow       |
| <i>dann</i>    | then               | <i>morgens</i> | in the morning |
| <i>einmal</i>  | once               | <i>nie</i>     | never          |
| <i>früher</i>  | earlier; back then | <i>oft</i>     | often          |
| <i>gestern</i> | yesterday          | <i>zuerst</i>  | first(ly)      |

Oftentimes, the time expression is at the beginning of the sentence, as it is an important point of reference, and therefore receives special emphasis:

*Gestern bin ich nicht zur Uni gegangen. Heute gehe ich mal wieder.*

There are also time expressions that are formed with a determiner and an accusative object:

|                    |              |                      |            |
|--------------------|--------------|----------------------|------------|
| <i>jeden Tag</i>   | every day    | <i>letztes Jahr</i>  | next week  |
| <i>jede Minute</i> | every minute | <i>nächste Woche</i> | next week  |
| <i>jedes Mal</i>   | every time   | <i>letzten Monat</i> | last month |

As you can see, there is a basic form of *jed-*, *letz-* and *nächst-*; you will have to add an *-e*, *-en* or *-es* according to the gender the noun. Such time expressions that are ‘floating’ in a sentence without a preposition are in the accusative case.

### 4.4a Predicate adjectives

Adjectives are words that describe nouns, such as ‘big’ or ‘red.’ They can be used in two basic ways: as predicate adjectives or as attributive adjectives. We’ll look at attributive adjectives in the next section.

A predicate adjective is used to describe the subject of a sentence, and it is usually connected (or linked) to the subject using a linking verb such as *sein*:

*Mein Hund ist alt.*

The adjective *alt* is used as a predicate adjective here and is linked to the subject with the verb *sein*. Here are some other sentences with predicate adjectives.

*Meine Eltern sind sympathisch. Die Nudeln sind chinesisches.*  
*Der Salat ist sehr gesund. Ich bin sehr optimistisch.*

The most common linking verb in German is *sein*, but there are other verbs that can use predicative adjectives such as:

*vorkommen*      *Das kommt mir schwer vor.*      That seems difficult to me.  
*sich anhören*      *Das hört sich gut an.*      That sounds good.

In German, predicate adjectives do not take any endings, so that makes things easier.

### 4.4b Adjective endings

In addition to being used predicatively, adjectives can also be attached to nouns directly. These are called *attributive adjectives* because they describe attributes of a noun without using a linking verb. In English it can be hard to tell the difference because the adjective does not change at all. For example:

The soup is spicy. vs. the spicy soup

The first example uses ‘spicy’ as a predicate adjective: there is a linking verb (is) and the adjective “spicy” describes the subject of the sentence. In the second example, the adjective is attributive because it is found right next to a noun (soup), there is no linking verb connecting it and we don’t know if it’s a subject (The spicy soup is hot), a direct object (I like the spicy soup) or even connected to a preposition (I can do without the spicy soup).

## 4.4b Adjective endings (cont'd)

One enormous difference between German and English is in adjective endings. German adjectives (and determiners like *mein* and *dies-* for that matter) take endings when used attributively. Learning to place the correct endings on adjectives and determiners being used attributively is a long process because it changes with gender and case. This means that you need to learn the gender of nouns (or get fast at looking it up) and you need to learn to identify case when you see or hear it or figure out what case you need when speaking.

The table below shows all the endings that you put on adjectives, as well as determiners such as indefinite articles (*ein*), possessives (*mein*), and so-called *der*-words (*dieser*, *solcher*). You will probably want a printout of this for your binder – these is also another copy of this table at the back of your book for reference.

The four columns account for the four cases in German: nominative (A), accusative (B), dative (C) and genitive (D). The 16 rows are composed of four different groups of four. Each member of the group of four shows the three genders plus the plural form. They are ordered as: masculine, feminine, neuter, plural. The four larger groupings of rows show what to do in four situations:

Rows 1-4: There is a definite article (*der*, *die*, *das*, etc.) in front of the adjective.

Rows 5-8: There is an indefinite article or possessive in front of the adjective.

Rows 9-12: There is a *der*-word in front of the adjective.

Rows 13-16: There is nothing in front of the adjective.

Your instructor may have a different system of describing these endings (there are other ways to lay them out), but if you use this method in class, you can refer to each situation with “battleship” coordinates, such as C14 or A1. This can be a convenient way to describe items in the table, and this is much easier than saying “accusative masculine after a *der*-word” for example.

| Adjective Ending Table |                                                      |        |       |             |        |       |                                    |         |        |        |        |          |  |  |  |
|------------------------|------------------------------------------------------|--------|-------|-------------|--------|-------|------------------------------------|---------|--------|--------|--------|----------|--|--|--|
| (A) nom                |                                                      |        |       | (B) acc     |        |       |                                    | (C) dat |        |        |        | (D) gen  |  |  |  |
| das ist/sind...        |                                                      |        |       | ich sehe... |        |       |                                    | mit...  |        |        |        | trotz... |  |  |  |
| 1                      | der                                                  | große  | Mann  | den         | großen | Mann  | dem                                | großen  | Mann   | des    | großen | Mannes   |  |  |  |
| 2                      | die                                                  | große  | Frau  | die         | große  | Frau  | der                                | großen  | Frau   | der    | großen | Frau     |  |  |  |
| 3                      | das                                                  | große  | Kind  | das         | große  | Kind  | dem                                | großen  | Kind   | des    | großen | Kindes   |  |  |  |
| 4                      | die                                                  | großen | Hunde | die         | großen | Hunde | den                                | großen  | Hunden | der    | großen | Hunde    |  |  |  |
| 5                      | mein                                                 | großer | Mann  | meinen      | großen | Mann  | meinem                             | großen  | Mann   | meines | großen | Mannes   |  |  |  |
| 6                      | meine                                                | große  | Frau  | meine       | große  | Frau  | meiner                             | großen  | Frau   | meiner | großen | Frau     |  |  |  |
| 7                      | mein                                                 | großes | Kind  | mein        | großes | Kind  | meinem                             | großen  | Kind   | meines | großen | Kindes   |  |  |  |
| 8                      | meine                                                | großen | Hunde | meine       | großen | Hunde | meinen                             | großen  | Hunden | meiner | großen | Hunde    |  |  |  |
| 9                      | dieser                                               | große  | Mann  | diesen      | großen | Mann  | diesem                             | großen  | Mann   | dieses | großen | Mannes   |  |  |  |
| 10                     | diese                                                | große  | Frau  | diese       | große  | Frau  | dieser                             | großen  | Frau   | dieser | großen | Frau     |  |  |  |
| 11                     | dieses                                               | große  | Kind  | dieses      | große  | Kind  | diesem                             | großen  | Kind   | dieses | großen | Kindes   |  |  |  |
| 12                     | diese                                                | großen | Hunde | diese       | großen | Hunde | diesen                             | großen  | Hunden | dieser | großen | Hunde    |  |  |  |
| 13                     |                                                      | guter  | Wein  |             | guten  | Wein  |                                    | gutem   | Wein   |        | guten  | Weines   |  |  |  |
| 14                     |                                                      | gute   | Suppe |             | gute   | Suppe |                                    | guter   | Suppe  |        | guter  | Suppe    |  |  |  |
| 15                     |                                                      | gutes  | Bier  |             | gutes  | Bier  |                                    | gutem   | Bier   |        | guten  | Bieres   |  |  |  |
| 16                     |                                                      | gute   | Leute |             | gute   | Leute |                                    | guten   | Leuten |        | guter  | Leute    |  |  |  |
| 1-4                    | der, die, das, den, dem, des                         |        |       |             |        |       | definite article                   |         |        |        |        |          |  |  |  |
| 5-8                    | ein-, kein-, mein-, dein-, sein-, ihr-, unser-, eur- |        |       |             |        |       | indefinite and possessive articles |         |        |        |        |          |  |  |  |
| 9-12                   | dies-, jed-, welch-, solch-, all-, manch-            |        |       |             |        |       | <i>der</i> -words                  |         |        |        |        |          |  |  |  |
| 13-16                  | Ø, viel                                              |        |       |             |        |       | only adjectives                    |         |        |        |        |          |  |  |  |

There are some words that deviate from these patterns; however, this table will cover 99% of what you need.

## 5.1 War and hatte

In Unit 1, you learned about two very useful and important words in German: *sein* (to be) and *haben* (to have). It is also important to learn these two verbs in the past tense. German has three past tenses, of which the conversational past and the narrative past are the most important. You will learn about the conversational past in this unit, but most German speakers prefer to use the narrative past for the verbs *haben* and *sein*.

Here are the narrative past tense forms of *haben* and *sein*. They are similar to English “was/were” and “had” as you can see. We strongly recommend that you memorize these forms!

| sein      |       |       |       | haben     |         |       |        |
|-----------|-------|-------|-------|-----------|---------|-------|--------|
| ich       | war   | wir   | waren | ich       | hatte   | wir   | hatten |
| du        | warst | ihr   | wart  | du        | hattest | ihr   | hattet |
| er-sie-es | war   | (S)ie | waren | er-sie-es | hatte   | (S)ie | hatten |

## 5.2 Conversational past

To talk about the past, the best tense to use is the conversational past. Structurally this tense exists in English as well, where it is called the **present perfect**, but its use is more restricted in English than in German.

To put a verb in the conversational past, you need to use an auxiliary verb (usually *haben*, sometimes *sein*) and the past participle form of the verb:

I **have eaten** already today.      *Ich **habe** heute schon **gegessen**.*

English uses the auxiliary ‘to have’ while German uses *haben*. English uses the past participle (eaten) just like German (*gegessen*). One difference is that the past participle comes at the end of the sentence in German.

You can see the parallels in other sentences:

I **have** already **seen** this movie.      *Ich **habe** diesen Film schon **gesehen**.*  
He **has made** a few mistakes.      *Er **hat** einige Fehler **gemacht**.*

You will note that the auxiliary verb (*haben*) agrees with the subject but the participle does not change.

I have eaten.      *Ich **habe** gegessen.*  
He has eaten.      *Er **hat** gegessen.*

The conversational past is used extensively in German, while English will often favor the regular past tense:

I **ate** too much.      *Ich **habe** zu viel **gegessen**.*

In English it would sound a bit strange to say “I have eaten too much” out of the blue. In German, *Ich habe zu viel gegessen* sounds natural.

**Forming the past participle:**

There are two basic kinds of verbs in German: regular verbs and irregular verbs. Regular verbs all follow an identical pattern when forming the past participle, while irregular verbs have several different patterns you have to memorize. This book has a list of irregular verbs at the back. It doesn’t include every single irregular verb in the German language, but it does include all of the most common ones. It’s a good idea to refer to it often or to print a list out for your notebook. If you are writing a sentence with a verb, check the list of irregular verbs: if the verb (or its root) is there, you can see what the past participle is. If it’s not on the list (and is a regular verb), form the past participle by adding *ge-* to the root and replacing the *-en* ending with *-t*:

|                 |   |                          |
|-----------------|---|--------------------------|
| <i>machen</i>   | → | <i><b>gemacht</b></i>    |
| <i>tanzen</i>   | → | <i><b>getanzt</b></i>    |
| <i>arbeiten</i> | → | <i><b>gearbeitet</b></i> |

### 5.2 Conversational past (cont'd)

Irregular verbs have various patterns that you will need to memorize or look up. They typically have an *-en* ending instead of *-t* and will also use a *ge-* prefix, BUT the verb stem itself may or may not change:

|                 |   |                   |
|-----------------|---|-------------------|
| <i>schlafen</i> | → | <i>geschlafen</i> |
| <i>finden</i>   | → | <i>gefunden</i>   |
| <i>stehen</i>   | → | <i>gestanden</i>  |

English also has irregular verbs which often behave similarly to German irregular verbs. English and German both come from the same source, a language called Germanic, and thus they both continue to share many features despite being separated by at least 1500 years:

|                       |                                 |
|-----------------------|---------------------------------|
| I have sung.          | <i>Ich habe gesungen.</i>       |
| I have found it.      | <i>Ich habe es gefunden.</i>    |
| I have already eaten. | <i>Ich habe schon gegessen.</i> |

#### Verbs with prefixes:

You have already looked at separable and inseparable prefixes in unit 3. These prefixes affect past participles differently.

Verbs with inseparable prefixes do NOT add a *ge-* to the past participle. Compare *suchen* and *besuchen*:

|                                  |                                       |
|----------------------------------|---------------------------------------|
| <i>suchen</i> → <i>gesucht</i>   | <i>Ich habe meinen Hund gesucht.</i>  |
| <i>besuchen</i> → <i>besucht</i> | <i>Ich habe meine Mutter besucht.</i> |

Verbs with separable prefixes DO add the *ge-* prefix, and it comes between the separable prefix and the verb:

|                                           |                                      |                         |
|-------------------------------------------|--------------------------------------|-------------------------|
| <i>schlafen</i> → <i>geschlafen</i>       | <i>Ich habe lange geschlafen.</i>    | I slept a long time.    |
| <i>ausschlafen</i> → <i>ausgeschlafen</i> | <i>Ich habe lange ausgeschlafen.</i> | I slept in a long time. |

### 5.3 Conversational past with *sein*

Some verbs in German use the auxiliary *sein* rather than *haben* along with the past participle to form the conversational past. These tend to be verbs of motion and verbs that show some sort of change of state.

|                                                |                                   |
|------------------------------------------------|-----------------------------------|
| <i>Ich bin nach San Francisco gefahren.</i>    | I drove to San Francisco.         |
| <i>Wir sind nach Hause gegangen.</i>           | We went home.                     |
| <i>Sie ist nach Deutschland geflogen.</i>      | She flew to Germany.              |
| <i>Bist du zu Hause geblieben?</i>             | Did you stay home?                |
| <i>Gestern bin ich 18 geworden.</i>            | I turned 18 yesterday.            |
| <i>Ich bin dreimal in Deutschland gewesen.</i> | I've been to Germany three times. |

These are some of the verbs you'll encounter that take *sein* instead of *haben* in the conversational past:

|                    |                |                  |               |
|--------------------|----------------|------------------|---------------|
| <i>aufstehen</i>   | to get up      | <i>laufen</i>    | to run        |
| <i>aufwachen</i>   | to wake up     | <i>reisen</i>    | to travel     |
| <i>bleiben</i>     | to stay        | <i>schwimmen</i> | to swim       |
| <i>einschlafen</i> | to fall asleep | <i>sein</i>      | to be         |
| <i>fahren</i>      | to drive, go   | <i>springen</i>  | to jump       |
| <i>fallen</i>      | to fall        | <i>steigen</i>   | to climb      |
| <i>fliegen</i>     | to fly         | <i>sterben</i>   | to die        |
| <i>gehen</i>       | to go; walk    | <i>umziehen</i>  | to move house |
| <i>geschehen</i>   | to happen      | <i>werden</i>    | to become     |
| <i>kommen</i>      | to come        |                  |               |

For some of the verbs of motion that take *sein*, you can use *haben* with a slight change in meaning. For instance, *Ich bin mit dem Auto gefahren* means that you drove, but if you want to emphasize the process, you can say, *Ich habe das Auto gefahren*, which focuses on the fact that you were the one driving the car (as opposed to just going).



### 5.3 Conversational past with *sein* (cont'd)

In a similar way, some verbs of motion can take *haben* instead of *sein* as long as they don't indicate direction or distance: *Ich habe ein bisschen geschwommen* or *Sie hat gejoggt*. This focuses more on the process and not the movement, but usually you are safest just sticking with using *sein*.

And just in case you were wondering, English used to use the verb 'to be' as an auxiliary as well. You can find it in Early Modern English texts, with such things as "I am fallen" or "He is risen" or "They are come".

### 5.4 Coordinating conjunctions

Conjunctions are words that connect sentences, clauses or word together. A coordinating conjunction connects independent sentences together into one sentence. This does not change the basic word order of each clause. These coordinating conjunctions are:

|             |     |                |               |
|-------------|-----|----------------|---------------|
| <i>und</i>  | and | <i>denn</i>    | for; because  |
| <i>aber</i> | but | <i>sondern</i> | instead (but) |
| <i>oder</i> | or  |                |               |

Here are sample sentences that illustrate the usage of each of these coordinating conjunctions. *Und* and *aber* are more common, but you will run into the other conjunctions as well. *Oder* is most often used to combine words and phrases rather than entire sentences. Use *sondern* to say that it is not this but rather that instead.

*Der Esel war zu alt **und** der Bauer wollte ihn verkaufen.*

*Die Tiere waren zu alt, um Essen zu finden **oder** etwas zu fangen.*

*Wir haben keinen Putzplan, **denn** wir haben unsere eigene Routine.*

*Ich war immer ein guter Jagdhund, **aber** jetzt bin ich zu alt.*

*Der Schnee ist nicht ein schöner Schnee, **sondern** der wird ganz schnell grau.*

# Unit 6: In der Stadt

6.1 *Wo* vs. *wohin*

6.2 Two-way prepositions (motion)

6.3 Two-way prepositions (no motion)

6.4 Subordinating conjunctions

## 6.1 *Wo* vs. *wohin*

Both *wo* (where) and *wohin* (where [to]) are question words that deal with location. *Wo* inquires about a location that is assumed to be static, while *wohin* asks about a change in location. As a review, here are two sentences:

|                        |                           |
|------------------------|---------------------------|
| <i>Wo wohnst du?</i>   | Where do you live?        |
| <i>Wohin gehst du?</i> | Where are you going (to)? |

## 6.2 Two-way prepositions (motion)

You have already learned that prepositions take specific cases: there are prepositions that always take accusative and some that always take dative. One group we have seen but not worked with specifically are the two-way prepositions, which can take either the accusative or the dative case. When used to describe a location, what matters is whether motion with a change of location is described or not. If it is, then use the accusative case. If not, then use the dative case.

|               |                     |              |             |                 |                     |
|---------------|---------------------|--------------|-------------|-----------------|---------------------|
| <b>an</b>     | at; up to           | <b>in</b>    | in; into    | <b>unter</b>    | under               |
| <b>auf</b>    | on top of; up; onto | <b>neben</b> | next to     | <b>vor</b>      | in front of         |
| <b>hinter</b> | behind              | <b>über</b>  | over; above | <b>zwischen</b> | between; in between |

The question words *wo* and *wohin* are an important support tool when looking at two-way prepositions. If the question *wohin* best fits with the sentence, that implies motion with a change of location and thus these prepositions will take the accusative. If not, use the dative.

Take a look at these sample sentences for the two-way prepositions with both accusative and dative. Pay particular attention to the change of the definite article, which shows the change in case.

|                 |                                                                                                                        |                                                                                         |
|-----------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>an</b>       | A: <i>Ich laufe <b>an</b> die Ecke.</i><br>D: <i>Ich warte <b>an</b> der Ecke.</i>                                     | I'm walking to the corner.<br>I'm waiting at the corner.                                |
| <b>auf</b>      | A: <i>Du steigst <b>auf</b> den Berg.</i><br>D: <i>Du stehst <b>auf</b> dem Berg.</i>                                  | You're hiking up the mountain.<br>You're standing on top of the mountain.               |
| <b>hinter</b>   | A: <i>Wir laufen <b>hinter</b> das Haus.</i><br>D: <i>Wir stehen <b>hinter</b> dem Haus.</i>                           | We're walking behind the house.<br>We're standing behind the house.                     |
| <b>in</b>       | A: <i>Ich gehe <b>in</b> den Laden.</i><br>D: <i>Ich bin <b>im</b> Laden. (in + dem = im)</i>                          | I'm stepping into the store.<br>I'm in the store.                                       |
| <b>neben</b>    | A: <i>Er stellt sich <b>neben</b> die Ampel.</i><br>D: <i>Er wartet <b>neben</b> der Ampel.</i>                        | He's stepping next to the traffic light.<br>He's waiting next to the traffic light.     |
| <b>über</b>     | A: <i>Der Vogel fliegt <b>über</b> die Brücke.</i><br>D: <i>Der Vogel schwebt <b>über</b> der Brücke.</i>              | The bird is flying over the bridge.<br>The bird is gliding above the bridge.            |
| <b>unter</b>    | A: <i>Sie laufen <b>unter</b> den Baum.</i><br>D: <i>Sie stehen <b>unter</b> dem Baum.</i>                             | They're walking under the tree.<br>They're standing under the tree.                     |
| <b>vor</b>      | A: <i>Ich stelle mich <b>vor</b> die Kirche.</i><br>D: <i>Ich stehe <b>vor</b> der Kirche.</i>                         | I'm stepping in front of the church.<br>I'm standing in front of the church.            |
| <b>zwischen</b> | A: <i>Sie rennt <b>zwischen</b> das Kind und den Ball.</i><br>D: <i>Sie ist <b>zwischen</b> dem Kind und dem Ball.</i> | She's running between the child and the ball.<br>She is between the child and the ball. |

### 6.3 Two-way prepositions (no motion)

There are many cases when two-way prepositions are used with verbs for situations that have nothing to do with location or movement. For these uses, you must memorize or look up whether accusative or dative is used. Dictionaries and vocabulary lists will indicate whether accusative or dative is used for these combinations.

|                              |                |                                         |
|------------------------------|----------------|-----------------------------------------|
| <i>denken an + akk.</i>      | to think about | <i>Ich denke an meinen Vater.</i>       |
| <i>an + dat.</i> (for a day) | on a day       | <i>Am Mittwoch gehen wir.</i>           |
| <i>warten auf + akk.</i>     | to wait for    | <i>Ich warte auf gutes Wetter.</i>      |
| <i>reden über + akk.</i>     | to talk about  | <i>Wir reden über unsere Probleme.</i>  |
| <i>in + dat.</i> (for time)  | in time        | <i>In zwei Wochen haben wir Ferien.</i> |
| <i>schreiben über + akk.</i> | to write about | <i>Wir schreiben über die Politik.</i>  |

### 6.4 Subordinating conjunctions

Subordinating conjunctions connect a subordinate clause to main sentences. Subordinate clauses are similar to sentences themselves, with a subject and a verb, but they cannot stand alone without being attached to a main sentence. English has subordinating conjunctions as well:

**Although she didn't study much**, she aced the test.

"Although" is a subordinating conjunction, and the clause it goes with can't be its own sentence. You can't say or write just: *Although she didn't study much.*

As you might expect, German has a great number of subordinating conjunctions and you have already encountered many throughout the *Auf geht's!* program. Like English, German subordinating conjunctions attach clauses to main sentences, and these subordinate clauses can't stand on their own. But unlike English, the word order inside these subordinate clauses is changed: the conjugated verb (the one that agrees with the subject) is moved to the end of the clause. Behold:

*Wir **haben** morgen ein Quiz.*

We have a quiz tomorrow.

*Er **weiß nicht**, dass wir morgen ein Quiz **haben**.* He doesn't know that we have a quiz tomorrow.

In English the word order is the same within the dependent clause, but in German the conjugated verb goes to the end of the clause.

Here is a short list of some common subordinating conjunctions:

|                |                                      |
|----------------|--------------------------------------|
| <i>als</i>     | when (for past); as                  |
| <i>bevor</i>   | before                               |
| <i>dass</i>    | that                                 |
| <i>ob</i>      | whether; if (for indirect questions) |
| <i>obwohl</i>  | although                             |
| <i>während</i> | while; whereas                       |
| <i>weil</i>    | because                              |
| <i>wenn</i>    | when; whenever; if                   |

***Als** ich jünger war, bin ich oft ins Kino gegangen.*

When I was younger I went to the movies often.

***Bevor** ich heute abend lerne, möchte ich zuerst etwas essen.*

Before I study tonight I want to get something to eat.

*Ich merke bald, **dass** es dort nicht ruhig ist.*

I soon realize that it isn't quiet there.

## 7.1 Narrative past

The narrative past in German is used for formal written discourse and with a select number of verbs in spoken German. Those verbs are:

*sein* → *war* (to be → was)  
*haben* → *hatte* (to have → had)  
*werden* → *wurde* (to become → became)

Unlike the conversational past, the narrative past does not take a helping verb. Therefore, it is actually simpler to use and shorter. Nonetheless, Germans prefer to use the conversational past for most verbs as pointed out earlier. To conjugate a regular verb in the narrative past, you have to take the stem of the verb, add a *-te* and then the appropriate ending. Here is an example with *lernen*:

|                  |           |              |         |
|------------------|-----------|--------------|---------|
| <b>ich</b>       | lernte    | <b>wir</b>   | lernten |
| <b>du</b>        | lernstest | <b>ihr</b>   | lerntet |
| <b>er-sie-es</b> | lernte    | <b>(S)ie</b> | lernten |

As you can see, the 1st and 3rd person singular are identical, and so are the 1st and 3rd person plural. These are the same endings as *möchten*, by the way. There are a few exceptions to this conjugation rule: add an *-e* before the *-te* ending, if the verb stem ends in *-d* or *-t*, or with consonant plus *-n* / *-m*. For example: *du arbeitetest* or *ich rechnete*.

If you are using an irregular verb, the conjugation pattern listed is a bit different. Take a look at the verb *schreiben*, which undergoes a stem change (*ei* → *ie*) both in the conversational past and the narrative past (shown here):

|                  |           |              |           |
|------------------|-----------|--------------|-----------|
| <b>ich</b>       | schrieb   | <b>wir</b>   | schrieben |
| <b>du</b>        | schriebst | <b>ihr</b>   | schriebt  |
| <b>er-sie-es</b> | schrieb   | <b>(S)ie</b> | schrieben |

As you already know, both German and English has regular and irregular verbs. There is also a small group of mixed verbs that have a stem change but use regular verb endings in the narrative past and past participle:

|                                                  |                                                        |
|--------------------------------------------------|--------------------------------------------------------|
| <i>wissen</i> → <i>wusste</i> → <i>gewusst</i>   | mixed verb; combines elements of regular and irregular |
| <i>laufen</i> → <i>lief</i> → <i>gelaufen</i>    | irregular verb; no stem change in the past participle  |
| <i>trinken</i> → <i>trank</i> → <i>getrunken</i> | irregular verb; three distinct forms                   |

## 7.2 Modals in narrative past

The modal verbs *dürfen*, *können*, *mögen*, *müssen*, *sollen* and *wollen* are used in the narrative past in both spoken and written German when you talk about past events; the conversational past sounds awkward in most instances and is used only in very specific cases, such as: *Ich habe das nicht gewollt* (I didn't want for that to happen). The first thing to remember when conjugating the modal verbs in the narrative past is to drop any umlaut from the infinitive form. The modal verb *dürfen* is conjugated here as an example. The modal verbs *können*, *müssen*, *sollen* and *wollen* all follow the same pattern as *dürfen*.

|                  |           |              |         |
|------------------|-----------|--------------|---------|
| <b>ich</b>       | durfte    | <b>wir</b>   | durften |
| <b>du</b>        | durfstest | <b>ihr</b>   | durftet |
| <b>er-sie-es</b> | durfte    | <b>(S)ie</b> | durften |

Here are some samples to help show the difference between modals in the present tense and the narrative past:

*Als Kind **durfte** ich nur Fahrrad fahren, aber jetzt **darf** ich auch Auto fahren.*

*In der Schule **musste** ich oft zum Direktor der Schule, aber jetzt **muss** ich das zum Glück nicht mehr.*



## 7.2 Modals in narrative past (cont'd)

In German, the modal verb stands in for what is often a set of words in English. Looking back at the previous sample sentences, the first sentence in English would be:

As a child I was only permitted to ride my bike, but now I'm also permitted to drive a car.

## 7.3 Narrative vs. conversational past

Both the conversational past and the narrative past mean essentially the same thing: the action or state of affairs described was in the past. Here are some differences in both style and meaning that you might observe:

- In southern Germany and Austria, the conversational past is used almost exclusively when speaking (except for *haben* and *sein*).
- Educated speakers tend to use the narrative past more than non-educated speakers.
- Some words like *sehen*, *geben*, *gehen* and *heißen* tend to be used in narrative past more than other words.
- The narrative past occurs much more commonly in writing than in speaking and can often be used to list a sequence of events. Thus you see it a lot in fairy tales and similar narratives.
- For northern Germans or more educated German speakers, the conversational past can indicate a state of affairs that continues into the present, while the narrative past is exclusively in the past.

Here is an example of a nuanced difference in meaning between the narrative and the conversational past:

*Gestern ist mein Vater gekommen.*

This implies that the father is still here.

*Gestern kam mein Vater.*

This implies that the father came and left.

These are fine shades of meaning and can vary greatly from speaker to speaker. For novice and intermediate learners, it's best to practice using the conversational past for everything except the verbs *haben*, *sein* and modals. As your German improves, you can try using more narrative past. Still, it is wise to learn all the forms of a verb up front so that you have the information there when you read it or want to use a past-tense form.

## 7.4 Imperative

In order to tell someone what to do, Germans can use the imperative form of a verb. Since you are talking to someone when ordering them around, there are three kinds of "you" to deal with: *du*, *ihr* and *Sie*.

The *Sie* form is the easiest: put the verb first in the sentence and put a *Sie* after it.

*Sie kommen morgen.* → *Kommen Sie morgen!*

*Sie sprechen Deutsch.* → *Sprechen Sie Deutsch!*

For the *du* form, put the verb first, and use only the stem for the *du* form (except for verbs with *a* or *au*), leaving off any endings. You also do not include the word *du* in *du*-form commands:

*Du machst das.* → *Mach das!*

*Du sprichst so schnell.* → *Sprich nicht so schnell!*

But:

*Du fährst morgen.* → *Fahr morgen!*

If the verb stem (the part without the *-en*) ends in a *-d*, *-t*, *-ig* or some clusters with *-m* or *-n*, you need to add an *-e* to the imperative form:

*Arbeite mehr!*

*Antworte mir!*

*Öffne die Tür!*

For *ihr*, simply use the normal *ihr* form but put it first and leave out the word *ihr*:

*Kommt bitte morgen!*

The imperative is considered very forceful and is often somewhat rude, so use it very sparingly or perhaps not at all. You can use a modal verb instead, or perhaps even a modal verb in the conditional, which you'll learn more about later:

*Sprich langsamer!*

*Kannst du bitte langsamer sprechen?*

*Könntest du bitte langsamer sprechen?*

very strong, perhaps rude

nicer, not really rude

polite request

## 8.1 Superlative

The superlative form of adjectives is like the comparative (see 2.4) but means the highest degree of something. It can take two different forms in German. When used predicatively (usually after the verb *sein*), put *am* before the adjective and the ending *-sten* on it: *Mein Auto fährt **am schnellsten***.

When the adjective is used attributively (modifying a noun directly), you add *-st* plus the appropriate adjective ending: *Mein Auto ist das **schnellste** Auto in meiner Familie*.

All regular adjectives take the ending *-st*. However, there are a great number of irregular adjectives.

Adjectives can undergo the following changes in the superlative form:

- add an *-e* before the *-st* when the stem ends in an *-d*, *-t* or *-z* (*wild* → *am wildesten*; *stolz* → *am stolzesten*), and
- drop the *-s* and only add a *-t* if the adjective ends with a *-ss*, *-ß* or *-z* (*groß* → *am größten*).

There are also a number of adjectives that take a completely new form for the comparative and the superlative, such as we see in English with *good* → *better* → *best*. Important adjectives are:

|                                                  |                                    |
|--------------------------------------------------|------------------------------------|
| <i>gern</i> → <i>lieber</i> → <i>am liebsten</i> | like → like better → like the most |
| <i>gut</i> → <i>besser</i> → <i>am besten</i>    | good → better → best               |
| <i>viel</i> → <i>mehr</i> → <i>am meisten</i>    | a lot → more → the most            |

A few other adjectives change slightly in both the comparative and superlative:

|                                                    |                                             |
|----------------------------------------------------|---------------------------------------------|
| <i>hoch</i> → <i>höher</i> → <i>am höchsten</i>    | high → higher → highest                     |
| <i>nah</i> → <i>näher</i> → <i>am nächsten</i>     | close → closer → closest                    |
| <i>teuer</i> → <i>teurer</i> → <i>am teuersten</i> | expensive → more expensive → most expensive |

## 8.2 Wissen vs. kennen

The verbs *wissen* and *kennen* both translate into English as 'to know'. *Wissen* means to know factual information, while *kennen* indicates knowledge through familiarity and experience.

The verb *wissen* is often used in the short phrase:

*Ich weiß (das).* I know (that).

Oftentimes *Ich weiß (nicht)* is followed by a clause that explains what one knows, preceded by *dass*:

*Ich weiß, **dass** Polen in Europa liegt.* I know that Poland is in Europe.

Alternatively, *Ich weiß (nicht)* can be followed by an inverted statement beginning with *ob*:

*Ich weiß nicht, **ob** ich mitgehe.* I don't know whether I'll go along.

The verb *kennen*, however, simply takes an accusative object, such as:

*Ich kenne ihn.* I know him.

To use *kennen* with a person, you should actually know her or him personally. Don't say *Ich kenne Angela Merkel* unless you have actually met Germany's chancellor in person. Instead say:

*Ich weiß, wer Angela Merkel ist.* I know who Angela Merkel is.

## 8.2 Wissen vs. kennen (cont'd)

In casual conversation people will say:

*Kennst du den Maler Picasso?*      Do you know the painter Picasso?

In response you could say:

*Ja, ich habe seine Bilder gesehen.*      Yes, I have seen his paintings.

Of course, Picasso is long dead and we could not possibly know him, but his name has become synonymous with his paintings, so the exchange above would make sense.

## 8.3 Genitive case

The genitive case is used to show possession:

*Das Auto meiner Mutter ist schnell.*      My mother's car is fast.

Most masculine and neuter nouns take an –s ending in the genitive case:

*Das Auto meines Vaters ist schneller. Der Kofferraum des Autos ist auch größer.*  
My dad's car is faster. The trunk of the car is also bigger.

The definite and indefinite articles in the genitive case are as follows:

|                  | definite | indefinite |
|------------------|----------|------------|
| <b>masculine</b> | des      | eines      |
| <b>feminine</b>  | der      | einer      |
| <b>neuter</b>    | des      | eines      |
| <b>plural</b>    | der      | (keiner)   |

Germans use the genitive case much less frequently in spoken language than they do in writing. In dialect, the genitive case is virtually nonexistent. There are two other ways to indicate possession in German. First, you can add an –s to the noun (without an apostrophe) if it is a proper noun (name):

*Das ist Toms Landkarte.*      This is Tom's map.

Second, you can use the preposition *von*:

*Ich reise mit dem Auto von meinem Vater.*      I'm traveling with my father's car.

## 8.4 Adjectival nouns

Some German nouns are actually adjectives functioning as nouns. For instance, from the adjective *bekannt* (known) comes *der/die Bekannte* (acquaintance). These adjectival nouns are capitalized like nouns, but they take endings exactly as if they were an adjective, including case for their function in their clause or sentence. Since most refer to people, pay attention to the endings because they will clue you in as to whether the noun refers to a female, male or a group:

*die Bekannte* = female  
*der Bekannte* = male  
*die Bekannten* = plural

Here are some common adjectival nouns that you will encounter:

|                       |                        |
|-----------------------|------------------------|
| der / die Deutsche    | German person          |
| der / die Beamte      | civil servant          |
| der / die Erwachsene  | grown-up               |
| der / die Jugendliche | young person; teenager |
| der / die Verwandte   | relative               |
| der / die Verlobte    | fiancé(e)              |

## 9.1 Dative expressions

There are a number of idiomatic expressions in German that take the dative case. Here are a few common ones, though you may run into others in your reading:

|                                 |                 |
|---------------------------------|-----------------|
| <i><b>Mir</b> ist schlecht.</i> | I feel ill.     |
| <i>Es geht <b>mir</b> gut.</i>  | I'm doing well. |
| <i><b>Mir</b> ist heiß.</i>     | I feel hot.     |
| <i><b>Ihm</b> ist kalt.</i>     | He feels cold.  |

## 9.2 Wenn vs. wann

The German equivalent for 'when' can be *wann*, *wenn* or *als*. Here we will focus on the difference between *wann* and *wenn*. *Wann* is used for questions and statements that refer to a specific time, whether time of day, week, year and the like. For example:

|                                                          |                                      |
|----------------------------------------------------------|--------------------------------------|
| <i><b>Wann</b> kommst du nach Hause?</i>                 | When are you coming home?            |
| <i>Ich frage ihn, <b>wann</b> er nach Hause kommt.</i>   | I'll ask him when he's coming home.  |
| <i>Ich sage dir später, <b>wann</b> ich helfen kann.</i> | I'll tell you later when I can help. |

The usual reference is to a specific time, whether asking about a time (*Wann kommst du?*), inquiring about a time (*Ich frage ihn, wann er kommt*) or describing a time when something can happen (*wann ich helfen kann*).

*Wenn* can usually be translated as 'whenever' or 'if'. It can refer to past events that happened repeatedly, or more commonly to present or future events that don't imply a specific time. Here are two sentences to highlight the usage of *wenn*:

|                                                                 |                                       |
|-----------------------------------------------------------------|---------------------------------------|
| <i><b>Wenn</b> ich lerne, trinke ich Kaffee.</i>                | When I study, I drink coffee.         |
| <i><b>Wenn</b> ich gelernt habe, habe ich Kaffee getrunken.</i> | When(ever) I studied, I drank coffee. |

Sometimes a sentence can work with either *wenn* or *wann*, but with a different meaning:

|                                    |                                            |
|------------------------------------|--------------------------------------------|
| Ich sage Bescheid, wenn ich komme. | I'll let you know if I'm coming.           |
| Ich sage Bescheid, wann ich komme. | I'll let you know at what time I'm coming. |

You will learn more about the word *als* later, which refers to events in the past. For now the basic principle is:

- Use *wann* when you are asking about or describing a specific point in time.
- Use *wenn* for repeated events in the past (whenever) or possible events now or in the future (if).



### 9.3 Reflexive verbs

A verb is said to be used reflexively in German when the subject and the object are the same thing. In English, this is usually expressed by a reflexive pronoun such as ‘myself’: I hurt myself, or He hurt himself. You can see here that the subject is doing the action on itself. This is also the case for a reciprocal action, such as *Sie sehen sich* (They see each other).

Any verb that has an object can in theory be used reflexively. The pronouns used depend on whether an accusative or dative object is needed, which depends on the verb or any preposition involved. The pronouns look very much like normal personal pronouns, except that for 3rd person pronouns, the reflexive pronoun is *sich*:

|                  | accusative | dative |
|------------------|------------|--------|
| <b>ich</b>       | mich       | mir    |
| <b>du</b>        | dich       | dir    |
| <b>er–sie–es</b> | sich       | sich   |
| <b>wir</b>       | uns        | uns    |
| <b>ihr</b>       | euch       | euch   |
| <b>(S)ie</b>     | sich       | sich   |

You can see the difference in this contrast: *Er sieht ihn* (He sees him) vs. *Er sieht sich* (He sees himself).

German has many verbs that are always reflexive, even if there is no obvious reason:

|                                              |                                             |
|----------------------------------------------|---------------------------------------------|
| <b><i>sich treffen (mit jmdm.)</i></b>       | to meet up / to get together (with someone) |
| <b><i>sich verabreden (mit jmdm.)</i></b>    | to make an appointment (with someone)       |
| <b><i>sich verabschieden (von jmdm.)</i></b> | to say goodbye (to someone)                 |
| <b><i>sich etw. vorstellen</i></b>           | to imagine something                        |
| <b><i>sich jmdm. vorstellen</i></b>          | to introduce yourself to someone            |

### 9.4 N-class nouns

Normally German nouns only take endings in the plural. However, there are some German nouns that actually take an *-n* or *-en* ending in any case but nominative. These words tend to refer to people or animals.

| <b>Nom.</b>        | <b>Acc.</b>          | <b>Dat.</b>          | <b>Gen.</b>          | <b>English</b> |
|--------------------|----------------------|----------------------|----------------------|----------------|
| <i>der Kunde</i>   | <i>den Kunden</i>    | <i>dem Kunden</i>    | <i>des Kunden</i>    | customer       |
| <i>der Neffe</i>   | <i>den Neffen</i>    | <i>dem Neffen</i>    | <i>des Neffen</i>    | nephew         |
| <i>der Löwe</i>    | <i>den Löwen</i>     | <i>dem Löwen</i>     | <i>des Löwen</i>     | lion           |
| <i>der Bauer</i>   | <i>den Bauern</i>    | <i>dem Bauern</i>    | <i>des Bauern</i>    | farmer         |
| <i>der Elefant</i> | <i>den Elefanten</i> | <i>dem Elefanten</i> | <i>des Elefanten</i> | elephant       |
| <i>der Pilot</i>   | <i>den Piloten</i>   | <i>dem Piloten</i>   | <i>des Piloten</i>   | pilot, driver  |

There are a few that take an *-s* in the genitive. They don't refer to people. These nouns are slowly changing to normal nouns with the *-n* ending throughout. So for example you can say *der Friede* but most people say *der Frieden*.

|                 |                   |                   |                    |      |
|-----------------|-------------------|-------------------|--------------------|------|
| <i>der Name</i> | <i>den Namen</i>  | <i>dem Namen</i>  | <i>des Namens</i>  | name |
| <i>der Fels</i> | <i>den Felsen</i> | <i>dem Felsen</i> | <i>des Felsens</i> | rock |

We introduce this point so you are aware of these nouns, but memorizing exactly which words are N-class nouns is beyond the scope of the *Auf geht's!* program and is more than we expect from beginning German students. You can do an internet search on “German weak nouns” or “German N-declension” if are interested in learning more or if you want a full list of these words.

**10.1 *Welch-* and *dies-***

*Welch-* is a question word that inquires about a specific person, thing or concept. Unlike other *w*-question words, *welch-* must take an appropriate ending according to the gender, number and case of the noun that it modifies. For example:

***Welchen Film*** hast du gestern gesehen? (masc., acc.)

Which film did you see yesterday?

***Welche TV-Show*** siehst du am liebsten? (fem., acc.)

Which TV show do you like best?

*Dies-* can be seen as the equivalent to *welch-* when used in a statement or as part of a question. *Dies-* is a demonstrative article, which means that it refers to a specific person, thing or concept. It is used to differentiate one thing from another, most often for clarification and emphasis. In spoken German, it is often used when talking about a specific object and actually pointing at it. For example:

Hast du ***diesen Film*** hier gesehen? (pointing at movie poster) Did you see this movie?

Just like *welch-*, *dies-* must take the appropriate ending according to the gender, number and case of the noun it modifies. There are a number of other words that share these endings, such as *jed-* (each), *solch-* (such), *jen-* (that there) and *all-* (all). Together these words are often referred to as ***der-words***.

**10.2 Unpreceded adjectives**

Adjectives that are used attributively (to modify a noun) but which have no articles in front of them are called **unpreceded**. Unpreceded adjectives are used commonly with plural nouns. They are also found in announcements, such as advertisements with singular nouns. Unpreceded adjectives have to show the gender and case of the noun they modify. For example:

***Neuer Film*** mit Til Schweiger! (masc., nom.)

New movie with Til Schweiger!

Ich lese nur ***spannende Bücher***. (pl., acc.)

I only read suspenseful books.

The endings for unpreceded adjectives are:

|            | masculine | feminine | neuter | plural |
|------------|-----------|----------|--------|--------|
| <b>nom</b> | –er       | –e       | –es    | –e     |
| <b>acc</b> | –en       | –e       | –es    | –e     |
| <b>dat</b> | –em       | –er      | –em    | –en    |
| <b>gen</b> | –en       | –er      | –en    | –er    |

Here are some examples of sentences that have unpreceded adjectives:

***Amerikanisches Bier*** schmeckt mir nicht.

***Deutsche Autos*** sind meistens sehr zuverlässig.

***Guter Rat*** ist teuer.

***Gute Mitarbeiter*** sind oft schwer zu finden.

***Roten Wein*** macht man aus ***roten Weintrauben***.

Ich möchte Fleisch mit ***gutem Gewissen*** genießen.

Man grillt am besten bei ***gutem Wetter***.

### 10.3 Review of adjective endings

Let's look again at the Adjective Ending Table, found in section 4.4b and at the back of the book, which has not only adjective endings but also the proper forms for determiners (*der, ein, kein*), possessives (*mein, dein, sein*, etc.) and *der*-words like *welch-* and *solch-*.

If you study the table, you will notice some patterns. If there is an article or possessive or *der*-word that has an ending, adjectives that follow will either have an *-e* or *-en* ending. If there is no such word in front of the adjective, the adjective will take endings that have more variety (*-es, -er, -e, -en, -es, -em*). One way to look at it is to see if the first word in a noun phrase (a noun plus all its determiners and adjectives) has 'information' about the noun. Does it indicate the case and gender? If so, the adjective ending is simple, either *-e* or *-en*. If it does NOT have this information, the adjective ending supplies the information.

If this way of looking at things helps you understand the endings better, great. If not, don't worry about it. Simply practice noticing the patterns and copying them from the table when you write. With practice, the normal German patterns will start feeling more familiar to you.

### 10.4 Future with *werden*

In German, you can indicate that an action will take place in the future by using the present tense with an appropriate adverb such as *morgen, in zwei Wochen* or *nächstes Jahr*: *Nächstes Jahr fliege ich nach Deutschland*.

In addition to using the present tense with some sort of temporal adverb, there is also a "proper" future tense in German which is formed by using the auxiliary *werden* + infinitive.

|                  |       |              |        |
|------------------|-------|--------------|--------|
| <b>ich</b>       | werde | <b>wir</b>   | werden |
| <b>du</b>        | wirst | <b>ihr</b>   | werdet |
| <b>er-sie-es</b> | wird  | <b>(S)ie</b> | werden |

The reason for having to learn the future tense, instead of only the present tense plus an appropriate adverb, is a stylistic one. When you use *werden* to talk about an event in the future, you can express different ideas. Those ideas may include wishful or hopeful thinking for the future or the present, as well as a sense of determination. It depends greatly on the context in written discourse and the emphasis or intonation in spoken language to determine the exact meaning of the sentence. For example, if you emphasize *werde* in the following sentences, you are saying that you are determined to do something:

|                                                             |                                                                           |
|-------------------------------------------------------------|---------------------------------------------------------------------------|
| <i>Ich werde dieses Buch zu Ende lesen.</i>                 | I will finish this book (no matter what).                                 |
| <i>Nächstes Jahr werde ich nach Deutschland fliegen.</i>    | Next year, I will travel to Germany (for sure).                           |
| <i>Ich werde wohl ein bisschen später kommen.</i>           | I will probably come a little late (but I will surely come nonetheless).  |
| <i>Irgendwann einmal werde ich nach Deutschland fahren.</i> | One day, I will travel to Germany (and I am hopeful that it will happen). |

Beware of the false friend *wollen*, which always means 'to want (to do something)' and never 'will (do something)'. You would say *Ich werde dieses Buch lesen* in order to express 'I will read this book.' If you were to say *Ich will dieses Buch lesen*, then you are saying 'I want to read this book' and nothing else!

## 11.1 Als for past

In Unit 9, you learned about the question word *wann* and the conjunction *wenn* to talk about information involving time. German has a third word that translates into ‘when’ in English and that is the conjunction *als*. To briefly recap and to set *als* apart from *wann* and *wenn*, take a look at the examples and explanations below:

**Wann** fährst du in den Urlaub?

When do you go on vacation?

Ich fahre in den Urlaub, **wenn** ich Zeit habe.

I'll go on vacation if/when I have time.

Meine Familie ist früher immer nach Mexiko gefahren, **wenn** es Sommerferien gab.

My family used to always go to Mexico when(ever) we were on summer vacation.

*Wann* is a question word. *Wenn* can be used with both the present tense and the past tense; with the present tense, it suggests a simple ‘when’. If *wenn* is used with the past tense, it indicates a repeated event in the past in the sense of ‘whenever’.

The conjunction *als* is used to talk about singular past events, from one moment to a period of life (*als Kind*). Therefore, the conjunction *als* is more restricted in its use than *wenn*. Here are a couple of sample sentences:

**Als** ich ein Kind war, reiste ich viel mit meinen Eltern.

When I was a child, I traveled a lot with my parents.

**Als** ich mit der Uni angefangen habe, hatte ich große Angst.

When I started at the university, I was really afraid.

To recap:

- *wann*: for questions about and references to specific times
- *als*: for single events or periods in the past
- *wenn*: all other situations

## 11.2 Nachdem &amp; bevor vs. nach &amp; vor

The subordinating conjunction *nachdem* is unique in that it requires a certain order of tenses. Like other subordinating conjunctions, it pushes the conjugated verb to the end of the clause. Unlike other subordinating conjunctions, the tense in the clause with *nachdem* has to be further in the past than the main clause.

**main clause**

present tense  
narrative past

**subordinating clause (with *nachdem*)**

conversational past  
past perfect tense

Here are a few examples:

Ich **gehe** in die Stadt, nachdem ich meinen Kaffee **ausgetrunken habe**.

Er **machte** sich sofort auf den Weg, nachdem sie ihn **angerufen hatte**.

The past perfect is the third past tense in German. It is used only infrequently and is not something we are covering in *Auf geht's!*, but as you can see, it looks very much like the conversational past, but the auxiliary verb (*haben* or *sein*) is in the narrative past rather than present tense. This is very similar to the past perfect tense in English: “I **had** never **been** to Germany before I went there to study.”



### 11.2 Nachdem & bevor vs. nach & vor (cont'd)

Here are a few more examples of the sequence of tenses with *nachdem*:

*Nachdem ich die High School **abgeschlossen hatte**, **machte** ich eine Weltreise.*

*Ich **mache** eine zweite Weltreise, **nachdem** ich den Uniabschluss **bekommen habe**.*

***Nachdem** ich einen Reiseführer über Liechtenstein **gelesen hatte**, **wollte** ich unbedingt in dieses Land **fahren**.*

### 11.3 More two-way prepositions

In Unit 6, you learned about two-way prepositions. Such prepositions take either the accusative case or the dative case, depending on whether they refer to movement (usually accusative) or location (usually dative). These two-way prepositions are:

|               |                     |                 |                     |
|---------------|---------------------|-----------------|---------------------|
| <b>an</b>     | at; up to           | <b>über</b>     | over; above         |
| <b>auf</b>    | on top of; up; onto | <b>unter</b>    | under               |
| <b>hinter</b> | behind              | <b>vor</b>      | in front of         |
| <b>in</b>     | in; into            | <b>zwischen</b> | between; in between |
| <b>neben</b>  | next to             |                 |                     |

However, German also has many verbs that take a specific preposition. The meaning of the verb depends on the preposition being used. Since these combinations of verb and preposition are not always logical, they have to simply be learned. These include, for example:

|              |                                                               |                                                            |
|--------------|---------------------------------------------------------------|------------------------------------------------------------|
| <b>an:</b>   | <b>denken an + akk.</b><br><b>arbeiten an + dat.</b>          | to think of sth. / so.<br>to work on sth.                  |
| <b>auf:</b>  | <b>warten auf + akk.</b><br><b>sich freuen auf + akk.</b>     | to wait for sth. / so.<br>to look forward to sth. / so.    |
| <b>in:</b>   | <b>sich verlieben in + akk.</b>                               | to fall in love with so.                                   |
| <b>über:</b> | <b>sprechen über + akk.</b><br><b>sich freuen über + akk.</b> | to talk about sth. / so.<br>to be excited about sth. / so. |
| <b>vor:</b>  | <b>Angst haben vor + dat.</b>                                 | to be afraid of sth. / so.                                 |

To round things off, we would like to add two more important idiomatic expressions with prepositions (even if not with a two-way preposition). These are:

|                                    |                 |
|------------------------------------|-----------------|
| <i>Ich bin <b>zu Hause</b>.</i>    | I'm at home.    |
| <i>Ich gehe <b>nach Hause</b>.</i> | I'm going home. |

### 11.4 Relative clauses (receptive)

Pronouns are very useful words that are used in place of nouns like I, he, or we in English, or *du*, *es*, or *ihr* in German. Relative pronouns are a different kind of pronoun from what you've learned about so far. They create relative clauses that provide more information about a noun in the main clause of a sentence. With relative pronouns, you can connect two sentences into one that flows better and is more sophisticated.

So, how do relative pronouns work? Let's start with two independent sentences: 'That is a professor. I know her.' The first sentence here introduces a noun (professor), and the second refers back to it with a personal pronoun (her). We can combine these sentences into one using a relative pronoun: 'That is a professor who(m) I know.' In fact, in English, you can often omit the relative pronoun completely: 'That is a professor I know.'

The number of relative pronouns is fairly limited in English: who(m), whose, which, whatever and that. For English, it is important to know if the relative pronoun refers to a person. If so, who(m) is used; otherwise which or that is used. German relative pronouns for both persons and things resemble definite articles (e.g., *der*, *die*, *das*) and use the same system you know of gender, number and case. Take a look at this chart for the relative pronouns in the nominative case:

|                 | Masculine | Feminine | Neuter | Plural |
|-----------------|-----------|----------|--------|--------|
| Nominative case | der       | die      | das    | die    |

Here are two independent sentences that are combined with a relative pronoun in the nominative case:

*Die DDR wurde 1949 gegründet. **Sie** war ein sozialistischer Staat.*  
*Die DDR, **die** ein sozialistischer Staat war, wurde 1949 gegründet.*

In this example, the nominative feminine pronoun *sie* in the second sentence becomes its relative pronoun equivalent *die*. The verb in the second sentence (*war*) is moved to the end of the relative clause. Notice that the entire relative clause (*die ein sozialistischer Staat war*) is set off by a comma at the beginning and one at the end of the clause.

The important thing to remember with relative pronouns is that they require two pieces of information: the gender and the case of the nouns they relate back to. The gender comes from the noun itself: if a noun is feminine, then the relative pronoun must be feminine as well. And if the noun is plural, then its relative pronoun is also plural.

The case for a relative pronoun is determined by how the noun it represents is functioning in the RELATIVE clause, not the main clause. In the nominative case, the noun is still a subject:

*Das ist der Dozent, **der** viele Kurse unterrichtet.* That's the lecturer **who** teaches many courses.

Relative pronouns can be in any of the four cases in German. Here is what they all look like in one table:

|            | Masculine | Feminine | Neuter | Plural |
|------------|-----------|----------|--------|--------|
| Nominative | der       | die      | das    | die    |
| Accusative | den       | die      | das    | die    |
| Dative     | dem       | der      | dem    | denen  |
| Genitive   | dessen    | deren    | dessen | deren  |

Use the accusative forms for direct objects or after a preposition that requires the accusative:

*Das ist mein Hund. Ich mag **ihn** sehr.* *Das ist mein Hund, **den** ich sehr mag.*  
*Das ist mein Hund. Ich kaufe Hundefutter **für ihn**.* *Das ist mein Hund, **für den** ich Hundefutter kaufe.*

#### 11.4 Relative clauses (receptive) (cont'd)

Relative pronouns for the dative are very much like the dative definite articles (*dem, der, dem*), with the exception of *denen*.

*Das ist mein Vater. Ich schenke **ihm** ein Buch.*

*Das ist mein Vater, **dem** ich ein Buch schenke.*

*Das sind junge Kinder. Ich spiele oft **mit ihnen**.*

*Das sind junge Kinder, **mit denen** ich oft spiele.*

As the genitive case indicates possession, genitive relative pronouns replace possessive articles like *mein, ihr*, or *sein*, and they translate to 'whose' in English. With the genitive relative pronouns *dessen* and *deren*, you only need to know the gender of the noun they refer to. You don't have to think about how the noun in the relative clause functions (subject, direct object, or indirect object) because genitive relative pronouns don't change according to case:

*Das ist der Mann, **dessen Hund** hier spielt.* That's the man whose dog plays here. (subject)

*Das ist der Mann, **dessen Frau** ich beschrieb.* That's the man whose wife I described. (dir. object)

*Das ist der Mann, **dessen Kindern** ich helfe.* That's the man whose children I help. (ind. object)

The last type of relative pronoun to familiarize yourself with is *was*. Use this relative pronoun when referring to certain types of sentence elements, such as indefinite pronouns:

|                |             |                  |                |                |             |
|----------------|-------------|------------------|----------------|----------------|-------------|
| <b>alles</b>   | everything  | <b>folgendes</b> | the following  | <b>nichts</b>  | nothing     |
| <b>einiges</b> | some things | <b>irgendwas</b> | anything       | <b>vieles</b>  | lots; a lot |
| <b>etwas</b>   | something   | <b>manches</b>   | many a (thing) | <b>weniges</b> | few things  |

In this example, *was* relates to the indefinite pronoun *alles*:

***Alles, was** noch von Bedeutung war, wurde zerstört.*

Everything that meant something was destroyed.

The trick here is not to translate from English into German in your head as it's fundamentally different. When referring to an indefinite pronoun, use *was*. Save the relative pronoun *das* for actual neuter nouns.

When *das* replaces a noun mentioned previously (that, this, what in English), then *was* will be the relative pronoun:

*Ich kann **vieles** auflisten, **was** ich an dir mag.* I can list many things that I like about you.

*Ich widerspreche **dem, was** die Politiker gesagt haben.*

I disagree with what the politicians said.

The relative pronoun *was* is also used when there is no word or phrase named:

*Ich weiß nicht, **was** du willst.*

I don't know what you want.

# Unit 12: Erinnerungen

12.1 Subjunctive with *würde*12.2 *Hätte / wäre / modals*12.3 Subjunctive with *wenn*12.4 Passive: *wird & wurde*

## 12.1 Subjunctive with *würde*

German, just like English, has a number of different tenses: present, past, and future. It also has different moods, namely the indicative and the subjunctive. The indicative mood presents something as an objective fact. For example: *Ich lerne Deutsch* (I am learning German). All the verb forms you have learned so far (except for the imperative) have been in the indicative mood.

In the subjunctive mood, the action or event is not presented as a fact, but instead seen as a possibility or a wish. For example: *Ich würde sofort nach Deutschland fahren, wenn ich genug Geld verdienen würde.* (I would travel to Germany right away, if I earned enough money.) German has a couple of different ways to express the subjunctive mood. The simplest option is a combination of *würden* + infinitive (at the end of the clause) as shown in the sample sentence above.

The forms of *würde* (subjunctive of *werden*) follow the same pattern as *möchte*. Here they are, with examples:

| werden (subjunctive) |         |       |        |
|----------------------|---------|-------|--------|
| ich                  | würde   | wir   | würden |
| du                   | würdest | ihr   | würdet |
| er-sie-es            | würde   | (S)ie | würden |

*Ich würde das nicht tun.*

I wouldn't do that.

*Wir würden mitmachen.*

We would participate.

*Sie würde vielleicht mehr Geld verdienen.*

She would possibly earn more money.

*Würdet ihr auch kommen?*

Would you guys come too?

## 12.2 *Hätte / wäre / modals*

In spoken German, *würden* + infinitive is used with most verbs with the exception of *haben* and *sein*. With these verbs, you should use *hätte* and *wäre*, respectively, plus the appropriate ending. Another exception is the modal verbs. At this point, you are most likely familiar with the verb *möchte* to express a polite request, as in *Ich möchte dieses Buch lesen.* (I would like to read this book.) We can now pull back the curtain to reveal that *möchte* has been the subjunctive form of *mögen* all along! Here is a helpful hint to keep in mind when using the modal verbs in the subjunctive mood: if the infinitive has an umlaut, so does the subjunctive:

*dürfen* → *ich dürfte* (I would be allowed to)

*mögen* → *ich möchte* (I would like to)

*können* → *ich könnte* (I could)

*müssen* → *ich müsste* (I would have to)

The two modal verbs without an umlaut in the infinitive are *sollen* and *wollen*. Their respective subjunctive *ich*-forms are *sollte* and *wollte*.

## 12.3 Subjunctive with *wenn*

Since the subjunctive mood expresses an event or act, but only as an assumed possibility or a wish, statements with the subjunctive are often introduced with the subordinating conjunction *wenn*.

Here is a sample sentence for *wenn* with the subjunctive mood:

*Wenn ich jemals genug Geld hätte, würde ich eine Weltreise machen.*

If I would ever have enough money, I would travel around the globe.

You can also express 'if only' wishes using *wenn* and *nur* in German:

*Wenn ich nur mehr Zeit hätte!*

*Wenn ich nur in Deutschland wäre!*

*Wenn ich nur Französisch könnte!*

*Wenn sie nur kommen würden!*

If only I had more time!

If only I were in Germany!

If only I could speak French!

If only they would come!



12.4 Passive: *wird & wurde*

The term “passive” is used in English to describe sentences that focus not on the doer (often called the **agent**) but rather on the thing or person being done unto (called the **patient**). The sentence you just read is in fact passive (The term is used...), because it focuses on the word “passive,” not on who is saying it, talking about it, explaining it, etc.

Here is a comparison of the same idea expressed first in the active voice (the “normal” kind of sentence in English) and then a second time in the passive voice:

Active sentence: English speakers use the term ‘passive.’

Passive sentence: The term ‘passive’ is used by English speakers.

The first sentence is **active** because English speakers (agents) use this term (patient). The subject of the sentence does the using. The second sentence is **passive** because this term (patient) is being used by English speakers (agent). The subject of the sentence has the using done to it.

What this basically does is allow you to have patients as the subject of the sentence rather than having them as some sort of object (direct, prepositional, etc.). The subject gets more attention, and (importantly) the verb agrees with the subject: Speakers **use** vs. The term **is used**.

You will also note that in the active sentence above, the main verb (to use) is in the present tense, whereas in the passive sentences, you have the verb ‘to be’ in the present tense (is being), along with the main verb as a past participle, just as in the conversational past tense: I have **used**.

German follows a similar pattern to English, but the verb *werden* replaces the verb ‘to be’:

*Man **benutzt** das Passiv.*

One uses the passive. (active sentence)

*Das Passiv **wird benutzt**.*

The passive is used. (passive sentence)

Just like in English, the active construction is a normal present tense sentence, while the passive construction has a form of *werden* that is in the present tense and agrees with the subject (*Das Passiv wird...*). The passive sentence also requires a past participle, just as in the example: *Das Passiv wird **benutzt***.

To form the passive voice in German, you need two different components: the helping verb *werden*, and the participle of the main verb that expresses the action. Let’s review the conjugation for *werden*, which is an irregular verb in the present tense. The conjugations for *werden* in the present tense and narrative past are:

| werden (present) |       |              |        |
|------------------|-------|--------------|--------|
| <b>ich</b>       | werde | <b>wir</b>   | werden |
| <b>du</b>        | wirst | <b>ihr</b>   | werdet |
| <b>er-sie-es</b> | wird  | <b>(S)ie</b> | werden |

| werden (narrative past) |         |              |        |
|-------------------------|---------|--------------|--------|
| <b>ich</b>              | wurde   | <b>wir</b>   | wurden |
| <b>du</b>               | wurdest | <b>ihr</b>   | wurdet |
| <b>er-sie-es</b>        | wurde   | <b>(S)ie</b> | wurden |

German has two different prepositions available to indicate the agent: *von* and *durch*. Use *von* if you are talking about a person or being with some sort of will and *durch* for something inanimate:

*Die Stadt wird **von** Godzilla zerstört.*

The city is being destroyed by Godzilla.

*Die Stadt wird **durch** einen Tsunami zerstört.*

The city is being destroyed by a tsunami.

Godzilla is actually a good example, because one could say *durch Godzilla*, but that looks at Godzilla then as a force of nature and not a thinking being, which is also a fair interpretation. If you change the form of *werden* from *wird* to *wurde*, you convert the sentence into the past:

*Die Stadt wurde **von** Godzilla zerstört.*

The city was destroyed by Godzilla.

*Die Stadt wurde **durch** einen Tsunami zerstört.*

The city was destroyed by a tsunami.

# Irregular Verb Chart

| <i>Infinitive</i> | <i>3rd sg. present</i> | <i>Narrative past</i> | <i>Past participle</i> | <i>English</i>  |
|-------------------|------------------------|-----------------------|------------------------|-----------------|
| beginnen          | -                      | begann                | hat begonnen           | to begin        |
| beißen            | -                      | biss                  | hat gebissen           | to bite         |
| biegen            | -                      | bog                   | hat gebogen            | to bend         |
| binden            | -                      | band                  | hat gebunden           | to bind         |
| bitten            | -                      | bat                   | hat gebeten            | to ask; request |
| bleiben           | -                      | blieb                 | ist geblieben          | to stay         |
| brechen           | bricht                 | brach                 | hat gebrochen          | to break        |
| brennen           | -                      | brannte               | hat gebrannt           | to burn         |
| bringen           | -                      | brachte               | hat gebracht           | to bring        |
| denken            | -                      | dachte                | hat gedacht            | to think        |
| essen             | isst                   | aß                    | hat gegessen           | to eat          |
| fahren            | fährt                  | fuhr                  | ist/hat gefahren       | to drive; go    |
| fallen            | fällt                  | fiel                  | ist gefallen           | to fall         |
| fangen            | fängt                  | fang                  | hat gefangen           | to catch        |
| finden            | -                      | fand                  | hat gefunden           | to find         |
| fliegen           | -                      | flog                  | ist/hat geflogen       | to fly          |
| geben             | gibt                   | gab                   | hat gegeben            | to give         |
| gehen             | -                      | ging                  | ist gegangen           | to walk; go     |
| genießen          | -                      | genoss                | hat genossen           | to enjoy        |
| geschehen         | geschieht              | geschah               | ist geschehen          | to occur        |
| gewinnen          | -                      | gewann                | hat gewonnen           | to win; gain    |
| gießen            | -                      | goss                  | hat gegossen           | to pour         |
| gleichen          | -                      | glich                 | hat geglichen          | to resemble     |
| greifen           | -                      | griff                 | hat gegriffen          | to seize        |
| haben             | hat                    | hatte                 | hat gehabt             | to have         |
| halten            | hält                   | hielt                 | hat gehalten           | to hold         |
| hängen            | -                      | hing                  | hat gehangen           | to hang         |
| heben             | -                      | hob                   | hat gehoben            | to lift         |
| heißen            | -                      | hieß                  | hat geheißen           | to be called    |
| helfen            | hilft                  | half                  | hat geholfen           | to help         |
| kennen            | -                      | kannte                | hat gekannt            | to know         |
| kommen            | -                      | kam                   | ist gekommen           | to come         |
| laden             | lädt                   | lud                   | hat geladen            | to load         |
| lassen            | lässt                  | ließ                  | hat gelassen           | to let          |
| laufen            | läuft                  | lief                  | ist/hat gelaufen       | to run          |
| leiden            | -                      | litt                  | hat gelitten           | to suffer       |
| lesen             | liest                  | las                   | hat gelesen            | to read         |

| <i>Infinitive</i> | <i>3rd sg. present</i> | <i>Narrative past</i> | <i>Past participle</i> | <i>English</i>    |
|-------------------|------------------------|-----------------------|------------------------|-------------------|
| liegen            | -                      | lag                   | hat gelegen            | to lie, be lying  |
| nehmen            | nimmt                  | nahm                  | hat genommen           | to take           |
| nennen            | -                      | nannte                | hat genannt            | to name, call     |
| reiten            | -                      | ritt                  | ist/hat geritten       | to ride (a horse) |
| rennen            | -                      | rannte                | ist/hat gerannt        | to run            |
| riechen           | -                      | roch                  | hat gerochen           | to smell          |
| rufen             | -                      | rief                  | hat gerufen            | to call           |
| scheinen          | -                      | schien                | hat geschienen         | to seem; shine    |
| schlafen          | schläft                | schief                | hat geschlafen         | to sleep          |
| schlagen          | schlägt                | schlug                | hat geschlagen         | to hit, beat      |
| schließen         | -                      | schloss               | hat geschlossen        | to close; shut    |
| schneiden         | -                      | schnitt               | hat geschnitten        | to cut            |
| schreiben         | -                      | schrieb               | hat geschrieben        | to write          |
| schwimmen         | -                      | schwamm               | ist/hat geschwommen    | to swim           |
| sehen             | sieht                  | sah                   | hat gesehen            | to see            |
| sein              | ist                    | war                   | ist gewesen            | to be             |
| singen            | -                      | sang                  | hat gesungen           | to sing           |
| sitzen            | -                      | saß                   | hat gesessen           | to sit            |
| sprechen          | spricht                | sprach                | hat gesprochen         | to speak          |
| springen          | -                      | sprang                | ist gesprungen         | to jump           |
| stehen            | -                      | stand                 | hat gestanden          | to stand          |
| stehlen           | stiehlt                | stahl                 | hat gestohlen          | to steal          |
| steigen           | -                      | stieg                 | ist gestiegen          | to climb          |
| sterben           | stirbt                 | starb                 | ist gestorben          | to die            |
| tragen            | trägt                  | trug                  | hat getragen           | to wear; carry    |
| treffen           | trifft                 | traf                  | hat getroffen          | to meet           |
| trinken           | -                      | trank                 | hat getrunken          | to drink          |
| tun               | -                      | tat                   | hat getan              | to do             |
| vergessen         | vergisst               | vergaß                | hat vergessen          | to forget         |
| verlieren         | -                      | verlor                | hat verloren           | to lose           |
| wachsen           | wächst                 | wuchs                 | ist gewachsen          | to grow           |
| waschen           | wäscht                 | wusch                 | hat gewaschen          | to wash           |
| werden            | wird                   | wurde                 | ist geworden           | to become         |
| werfen            | wirft                  | warf                  | hat geworfen           | to throw          |
| wiegen            | -                      | wog                   | hat gewogen            | to weigh          |
| wissen            | weiß                   | wusste                | hat gewusst            | to know           |
| ziehen            | -                      | zog                   | ist/hat gezogen        | to pull; move     |

# Quick Reference

## Adjective Ending Table

|       | (A) nom                                              | das ist/sind... | (B) acc    | ich sehe...  | (C) dat                            | mit...        | (D) gen    | trotz...      |
|-------|------------------------------------------------------|-----------------|------------|--------------|------------------------------------|---------------|------------|---------------|
| 1     | <b>der</b>                                           | große Mann      | <b>den</b> | großen Mann  | <b>dem</b>                         | großen Mann   | <b>des</b> | großen Mannes |
| 2     | <b>die</b>                                           | große Frau      | <b>die</b> | große Frau   | <b>der</b>                         | großen Frau   | <b>der</b> | großen Frau   |
| 3     | <b>das</b>                                           | große Kind      | <b>das</b> | große Kind   | <b>dem</b>                         | großen Kind   | <b>des</b> | großen Kindes |
| 4     | <b>die</b>                                           | großen Hunde    | <b>die</b> | großen Hunde | <b>den</b>                         | großen Hunden | <b>der</b> | großen Hunde  |
| 5     | mein                                                 | großer Mann     | meinen     | großen Mann  | meinem                             | großen Mann   | meines     | großen Mannes |
| 6     | meine                                                | große Frau      | meine      | große Frau   | meiner                             | großen Frau   | meiner     | großen Frau   |
| 7     | mein                                                 | großes Kind     | mein       | großes Kind  | meinem                             | großen Kind   | meines     | großen Kindes |
| 8     | meine                                                | großen Hunde    | meine      | großen Hunde | meinen                             | großen Hunden | meiner     | großen Hunde  |
| 9     | dieser                                               | große Mann      | diesen     | großen Mann  | diesem                             | großen Mann   | dieses     | großen Mannes |
| 10    | diese                                                | große Frau      | diese      | große Frau   | dieser                             | großen Frau   | dieser     | großen Frau   |
| 11    | dieses                                               | große Kind      | dieses     | große Kind   | diesem                             | großen Kind   | dieses     | großen Kindes |
| 12    | diese                                                | großen Hunde    | diese      | großen Hunde | diesen                             | großen Hunden | dieser     | großen Hunde  |
| 13    |                                                      | guter Wein      |            | guten Wein   |                                    | gutem Wein    |            | guten Weines  |
| 14    |                                                      | gute Suppe      |            | gute Suppe   |                                    | guter Suppe   |            | guter Suppe   |
| 15    |                                                      | gutes Bier      |            | gutes Bier   |                                    | gutem Bier    |            | guten Bieres  |
| 16    |                                                      | gute Leute      |            | gute Leute   |                                    | guten Leuten  |            | guter Leute   |
| 1–4   | der, die, das, den, dem, des                         |                 |            |              | definite article                   |               |            |               |
| 5–8   | ein-, kein-, mein-, dein-, sein-, ihr-, unser-, eur- |                 |            |              | indefinite and possessive articles |               |            |               |
| 9–12  | dies-, jed-, welch-, solch-, all-, manch-            |                 |            |              | der-words                          |               |            |               |
| 13–16 | Ø, viel                                              |                 |            |              | only adjectives                    |               |            |               |

There are some words that deviate from these patterns; however, this table will cover 99% of what you need.

| German Prepositions                     |                              |                               |
|-----------------------------------------|------------------------------|-------------------------------|
| Always accusative                       | <b>bis</b> until, by (date)  | <b>gegen</b> against          |
|                                         | <b>durch</b> through; by     | <b>ohne</b> without           |
|                                         | <b>für</b> for               | <b>um</b> around; at (time)   |
| Always dative                           | <b>aus</b> out of            | <b>nach</b> after; to         |
|                                         | <b>außer</b> besides         | <b>seit</b> since; for (time) |
|                                         | <b>bei</b> at; next to; with | <b>von</b> from, of           |
|                                         | <b>mit</b> with              | <b>zu</b> to; for             |
| Two-way (accusative or dative possible) | <b>an</b> at; up to          | <b>über</b> over; above       |
|                                         | <b>auf</b> on top of; up     | <b>unter</b> under            |
|                                         | <b>hinter</b> behind         | <b>vor</b> in front of        |
|                                         | <b>in</b> in; into           | <b>zwischen</b> between       |
|                                         | <b>neben</b> next to         |                               |