



## **CIEE Global Institute – Berlin**

<b>Course name:</b>	German Language – Intermediate II
<b>Course number:</b>	GERM 2002 BRGE
<b>Programs offering course:</b>	Berlin Open Campus, Berlin Global Architecture and Design, Berlin Global Internship
<b>Open Campus Track:</b>	Language, Literature and Culture
<b>Language of instruction:</b>	German
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	60
<b>Term:</b>	Fall 2019

### **Course Description**

This course is designed for students to practice and improve all four skills – speaking, listening, reading, and writing – in a highly communicative classroom setting. Students will systematically review grammar by working with and through materials designed to introduce them to German culture. They will be able to understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization.

### **Learning Objectives**

This course will allow students the opportunity to:

- Get familiarized with new stages of German grammar
- Develop and expand cultural and communicative skills
- Expand language skills in different contexts
- Increase reading skills
- Increase writing skills
- Expand interest in German culture and language

### **Course Prerequisites**

3 semesters of German or completion of GERM 2001 or equivalent (contingent upon placement).

### **Methods of Instruction**

Learning by doing! The language students and instructors use in this course is German.

This course is based on an overall communicative teaching philosophy, as taught for instance in the “natural approach” (by Tracy Terrell & Stephen Krashen). Our approach to teaching and language acquisition is a functional one, in which students apply German to learn German. We are committed to communicative language teaching, focusing methodologically on communication and meaning, while still paying attention to grammar, vocabulary and pronunciation.

In our language instruction we use a variety of instructional means, ranging from short grammar drills to dialogue-building, group work and role-playing. In each session, all four skills (listening, speaking, reading, writing) will be practiced, always with the goal to enhance students’ communicative competence. The variety of methods and forms of engagement are targeted towards meeting the needs of different learning styles in a given classroom. Classroom activities will include individual, partner and group work and will be complemented by homework exercises.

### **Course Materials**

The textbook used for this course is *In Berlin, Deutsch am Global Institute – Berlin: GER 2002*.

The textbook will be provided by CIEE. Your instructor will also provide additional and increasingly authentic materials during class sessions.

### **Assessment and Final Grade**

1. Participation (including Pop Quizzes, Homework Assignments):	20%
2. Four Compositions (include re-writes):	20%
3. Weekly Quizzes (1 per week):	30%
4. Final Oral Comprehension / Speaking Test:	15%
5. Creative Group Project:	15%
TOTAL:	100%

### **Course Requirements**

#### **Homework**

Homework assignments will be assigned on a daily basis and will be checked frequently. In order for the assignments to be effective, answer keys will be provided for structured exercises: you will be asked to complete exercises and self-correct with the help of the answer keys. Written assignments will be returned by the instructor with symbols designed to enable you to self-correct as well.

#### **Weekly Quizzes**

The weekly quizzes will assess three of the four major skills (listening, reading, writing) and address the material dealt with in each week. **Note:** Weekly quizzes take place on Thursdays.

### **Creative Group Project**

Creative group projects are designed to give students in small groups (of 3-5 students) the opportunity to present various aspects of their experiences of being in Berlin to their fellow students and thereby practicing German writing and speaking/presentation skills. The form of the group project varies and can be anything from a short film to a power point presentation, acted dialogues etc. Your instructor will let you know in advance what kind of project is expected from you.

### **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Participation is absolutely crucial to students' success and to the success of the entire class. Learning a language is an interactive process that has to be practiced in a communicative manner. Active participation in class is the key for success when acquiring a new language.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

#### **Week 1**

- 1.1 Do you know Kreuzberg? What do you like to do here?  
 Students will discuss the lively Berlin neighborhood of Kreuzberg and use their knowledge of the area to engage in mini-interviews aimed at mutually learning and improving their vocabulary and grammar, oral comprehension, and presentation skills.  
 Grammar: Directions, prepositions in the dative.  
 In-Class Activity: Asking strangers for directions in public.  
 Reading/Assignment:  
*In Berlin:*

1. Chapter 1, *Unser Kiez*, (Our Neighborhood), pages 4/5
2. Complete Exercises 4, 5, 6, and 7 on page 10

1.2 Giving Directions

Students will engage in role-playing and games around giving directions and complete different exercises.

Grammar:

Reading/Assignment:

*In Berlin:*

1. Page 11, Exercise 9.
2. Accusative prepositions: Page 12, Exercises 9, 10, 11, 12 and possibly pages 14-19 depending on time.

**Composition 1:** Where do you want to go in Berlin? Students will use prepositions and landmarks (not in every sentence).

**Weekly quiz completed in class**

**Week 2**

2.1 What did you do this weekend?

Students will discuss what they did on the weekend as well as sights that they saw.

Grammar: Verbs with fixed prepositions.

Reading/Assignment:

*In Berlin:*

1. Chapter 2, *CIEE und die Umgebung* (*CIEE and its surroundings*), pages 24 and 25
2. Read Pages 30-32 and complete exercises 2, 3, 4

**Composition 1 due for submission**

2.2 Review

Students will use the lessons and vocabulary learned so far to play a game using verbs with fixed preposition as found on *In Berlin*, page 29.

Grammar: Discussion using Exercise 5 on page 32- 33, General Subjunctive: What would you do, if...(*Konjunktiv II: Träume: Was würdest du tun, wenn...*)

Reading/Assignment:

*In Berlin:*

1. Chapter 2, Chapter 2, *CIEE und die Umgebung* (CIEE and its surroundings), pages 26-27.
2. Read Pages 35-36, Complete Exercises 6 and 7.

2.3

What would you do, if?

Students will use the exercises in the book to speak in the subjunctive about potential scenarios.

Grammar: Assignments to learn the expressions to pretend (*so tun*) as if/though (*als ob*).

Reading/Assignment:

*In Berlin:*

1. Read pages 36-37; complete Exercises 8 and 9.
2. Discussion on pages 38-39 and Exercise 12.
3. Read Pages 37-38; complete Exercises 10 and 11.

2.4

What do you know?

Students will engage in game playing based on 39-40 of *In Berlin* as a basis to discuss and learn how to say they know a place, person or thing vs. knowing something in German. They will use Exercise 13, page 40 as a group to improve their knowledge.

Grammar: Discussing the assignments and learn the grammar, particularly between the two verbs that mean that can be used to in "to know" in German (*kennen und wissen*) and their grammar and syntax differences.

Reading/Assignment:

*In Berlin:*

1. Knowledge (pages 42-43) vs. useless knowledge (pages 43-44).

**Composition 2:** Using *Konjunktiv II* (subjunctive), write a text on how your life would change if you won € 1,000,000 (one million euros)? How would it change your life, or not?

**Week 2 Quiz completed in class**

### Week 3

3.1

What's stress?

Students will use the topic of stress as in the book *In Berlin*, pages 49-50 to discuss what stress is and how they deal with it. They will use this topic to develop how to speak about what is stressful and how this can be dealt with.

Grammar: *Konjunktiv II* (subjunctive), wishes and requests.

Reading/Assignment:

*In Berlin:*

1. Chapter 3, pages 49-50.
2. Learn the modal verbs in the second conjunctive on page 52 and complete Exercise 7.

### **Composition 2 due for submission**

3.2

Ordering Food at Home and Elsewhere

Students will use role playing to practice ordering in groups or going to the bakery to review what they learned so far. They will also discuss practical travel preparations from *In Berlin*, page 54, Exercise 9 and discuss being at the doctor's office on pages 56-57.

Grammar: Discussions to review the past lessons.

Reading/Assignment:

*In Berlin:*

1. Read page 53 and complete Exercise 8.
2. Learn modal verbs in the past tense.

3.3

At the Doctor's Office

Students will engage in role playing, and use *In Berlin*, page 58, Exercise 11 to facilitate their language skills.

Reading/Assignment:

*In Berlin:*

1. Read pages 60-61, Complete Exercises 12 and 13.
2. Health, Chapter 3, Health (*Gesundheitsstudie*), page 51
3. Read pages 60-61 and complete Exercises 14 and 15.
4. Read page 54 and complete Exercise 5.

3.4

What does health mean to you?

Students will discuss health, their approach to health.

Grammar: Using the topic, students will review and learn grammar and vocabulary related or necessary to discuss the topic of health.

Reading/Assignment:

*In Berlin:*

1. Read pages 60-61 and complete Exercises 14 and 15.
2. Read page 54 and complete Exercise 5.

### **Week 3 Quiz completed in class**

#### **Week 4**

4.1

I love pets

Do you have pets? What do you think about that?

Students will use pets as a subject to improve their vocabulary and grammar.

Grammar: Relative clauses.

Reading/Assignment:

*In Berlin:*

1. Read page 66, complete Exercise 68.

**Composition 3:** In a group, work to create a movie script.

4.2

How similar are cats and dogs?

Using the text provided from *In Berlin*, students will discuss their preferences and dislikes regarding pets

Grammar: Relative clauses

Reading/Assignment:

*In Berlin:*

1. Chapter 4, *Die Katze* (Cats), page 69
2. Read pages 72-74 and complete Exercise 1

**Composition 3 due for submission**

4.3

Cinderella, Cinderella....

Students will discuss fairy tales using *In Berlin*, page 74, Exercise 2 as a guideline.

Grammar: Students will go forward with previous grammar lessons by using *In Berlin*, pages 76-77, Exercises 5 and 6; as well as learning the difference between the verbs to change and exchange.

Groupwork: *In Berlin*, pages 77-78, Exercise 7.

Reading/Assignment:

*In Berlin:*

1. Chapter 4, Sam, Bettina's dog, page 67-68



2. Read page 75 and complete Exercises 3a, 3b and 4.

4.4

Once upon a time

Students will use their knowledge gleaned in the following weeks to complete Exercise 8 on pages 78-79 and will use game playing around this topic to increase their knowledge.

Grammar: *In Berlin*:

1. Students will use the texts and images on page 82 as well as the Exercises 18 and 19.
2. Groupwork: *In Berlin*, page 83, Exercise 20

Reading/Assignment:

*In Berlin*:

**Composition 4:** Write an anecdote about your pet. If you don't have one, you can make up a story.

**Week 4 Quiz completed in class**

## Week 5

5.1

So, what did you do really do this weekend?

Students will use the past tense as well as their grammar and vocabulary to explain what they did on the weekend.

Grammar: The verbs to be weak (*schwache*) / strong (*starke*) in the past tense.

Associated Reading/Discussion:

*In Berlin*:

1. Street Art in Berlin, Chapter 5, pages 88-90.

Reading/Assignment:

*In Berlin*:

1. Read page 91, complete Exercises 1 and 2.
2. Read page 94, complete Exercise 4.
3. Read part one of the list on page 113.

**Composition 4 due for submission**

5.2

How was your vacation?

Students will discuss/describe their last vacation to talk about their last vacation,

Grammar: *In Berlin*:

1. Students will use the text and assignments on pages 94-96 and Exercises 5, 6, and 7.
2. Verbs with vowel changes.

Associated Discussion:

1. What do you know about inventions? Which could you live without? Which ones are important for you?

Reading/Assignment:

*In Berlin:*

1. Read pages 97-98, complete Exercises 8, 9, and 10.

### 5.3

*Das ist Berlin* (This is Berlin)

Students will use game-playing and other methods to discuss the history of Berlin as well as their knowledge of the city using the past tense.

Grammar:

*In Berlin:*

1. Demonstrative pronouns
2. Page 102, Exercise 114
3. Verbs that change with vowels.

Associated Reading/Discussion:

*In Berlin:*

1. Chapter 5, Classical Music in Germany (*Klassische Musik in Deutschland*), pages 104-105.

Reading/Assignment:

*In Berlin:*

1. Read pages 101-102 and complete exercises 11, 12, and 13.
2. Read page 115 and read List 3.

### 5.4

How was your week?

Students will discuss their week and other topics as well as use the text from *In Berlin*, page 103 and Exercises 15-16.

Grammar:

*In Berlin:*

1. Page 107, Exercise 20.
2. Chapter 5, page 106, Ludwig van Beethoven, page 106

Reading/Assignment:

*In Berlin:*

1. Read page 107 and complete Exercise 21.

## **Week 5 Quiz completed in class**

### **Week 6**

6.1

What kind of music do you like?

Students will use music as well as their likes and dislikes as the main focus of conversation. They will also use poetry found in the book to expand their knowledge.

Grammar:

*In Berlin:*

1. Learning how to say it's the same and the same.
2. Pages 108-109

Reading/Assignment:

*In Berlin:*

1. Read page 110, complete Exercises 24, 25, and 26.

6.2

*Sprachen wir jetzt Deutsch?* (Do we speak German now?)

In the first of a two-part review session, students will discuss lessons learned to prepare for the oral exam.

Grammar: A review of vocabulary or grammar.

Reading/Assignment:

*In Berlin:*

Chapter 6, pages 126-127

## **Week 6 Quiz completed in class.**

6.3

Review Session

In the second part of our review sessions, we will review the major grammar concepts and vocabulary covered throughout the course.

6.4

**Final Oral Comprehension/Speaking Test**

### **Reading**

Genzmer, Herbert and Bettina Pohle, with Florian Püschel, eds. *In Berlin, Deutsch für Studierende am Global Institute – Berlin: GER 2002*. CIEE Germany gGmbH (2018).