



## **CIEE Global Institute – Berlin**

<b>Course name:</b>	German Language – Beginning I
<b>Course number:</b>	GERM 1001 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>	Spring 2019

### **Course Description**

This is an introductory German course for students with no prior knowledge of the language. Based on a communicative and task-based approach, it is designed to develop proficiency in oral and written communication skills while providing students with knowledge and understanding of the societies and cultures of German-speaking countries. Students develop their listening, speaking, reading, and writing skills through a variety of stimulating activities. Vocabulary is presented in the context of culturally significant issues.

### **Learning Objectives**

By the end of the course, students will be able to employ simple sentences and expressions when dealing with various situations of daily life (at the supermarket, in a restaurant, at school, at the office, with friends and family, etc.). They will be able to talk about themselves and their area of studies and ask others about their personal information.

### **Course Prerequisites**

None.

### **Methods of Instruction**

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 (*In Berlin*) 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 (including 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 PowerPoint 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 First Contact

Students will learn how to greet others as well as introduce themselves to and speak about both themselves and others.

Grammar: Personal pronouns in the nominative case (*ich, du, er, sie, es...*)

Reading/Assignment:

*In Berlin:*

1. Personal pronouns (*ich, du, er, sie, es...*). Page 5 & Exercise 6.
2. Learn the verbs to be called/to come from (*heißen/kommen aus*). Page 6 & Exercise 7.

1.2 ABCs, 1-100, and who, what, when, where, why



Students will learn the alphabet, how to spell and the German equivalents for who, what, when, where and why (*woher/war/wo/wer/wie..*) as well as the verbs to learn, study and speak (*lernen/studieren/sprechen*).

Grammar: Basic information-gathering questions. Conjugation of the verbs to be called (*heißen*), to come from (*kommen aus*), to study at (*studieren an*). Students will also be able to say their name is and ask the same of others. (*Wie heißt du? - Ich heiße---* What's your name? – I'm called-); Where are you from and where they are from (*Woher kommst du? - Ich komme aus...* Where are you from? – I come from ...); What one studies and what they study (*Wo studierst du? - Ich studiere an der University oder College of/ am-* Where do you study? I study at the University/College of/at ); and what one studies as well as what others do (*Was studierst du? Ich studiere xyz –* What do you study? I study XYZ).

Reading/Assignment:

Learn the alphabet and count from 1-100.

*In Berlin:*

1. Write in the textbook what people's names are, where they come from and what their profession is. Pages 11 & 12.

### **Week 1 Quiz completed in class**

## **Week 2**

### 2.1 The basics

Students will further their understanding of German by learning how to count from 1-100, as well as how to use this information practically.

Grammar: Basics of counting as well as learning how to pay; describing things one likes and dislikes (*gern/nicht gern*); as well as learning the months (*Monate*), seasons (*Jahreszeiten*) and weekdays (*Wochentage*) with definite articles (*der, die, das*).

Reading/Assignment:

Learn the weekdays/months/seasons with articles (*der/die/das*) and the personal pronouns (*ich, du, er, sie, es...*).

## 2.2 Who I am

Students will improve their German by being able to pose, answer and understand basic questions in German which pertain to their identity and help them use/comprehend basic sentences.

Grammar: Students will learn to pose the German equivalent of who, what, when, where, why questions; yes and no questions, and the indefinite article

Reading/Assignment:

**Composition 1:** In German, write six sentences about yourself using the knowledge gained in the course so far: e.g. What is your name, where do you come from, what do you study, where do you study, what do you like to do, what do you dislike?

## 2.3 Likes/dislikes

In this class session, students will learn how to use an everyday situation, such as being in a restaurant to express their likes, dislikes and preferences.

Grammar: Students will learn how to conjugate the verbs to like and to want (*mögen, möchten*) as well as how to employ the accusative and relevant article (*Akkusativ und Artikel*) along with negation using *kein* (none, no).

Reading/Assignment:

*In Berlin:*

1. Learn how to conjugate the verbs to like/to want. Page 61.

## 2.4 What time is it?



Students will learn how to tell time as well as ask other for the time.

Grammar: Students will learn the expression and prepositions used with time (i.e. *(im / am / um, seit, gegen, von-bis* or *in/on/at/around/since/ against/from to)*)

Reading/Assignment:

**Due date for submission of Composition 1**

**Week 2 Quiz completed in class**

### **Week 3**

#### **3.1 Time and Travel**

In this class session, students will be able to learn to talk about time as related to travel along with the correct prepositions used for travel.

Grammar: Prepositions used for destinations: to, from, in (*zu, nach, in*).

Reading/Assignment:

*In Berlin:*

1. Destination. Pages 64-65. Exercises 64 & 65.

#### **3.2 Travel Vocabulary**

In this class session, students will be introduced to vocabulary and grammar related to travel.

Grammar: Students will learn German word order in statements and questions.

Reading/Assignment:

Learn vocabulary related to time and new verbs:

To know, to want, to like, to eat, to drink, to go, to drive, to travel, to fly, to start, to end, to sleep, to see. (*kennen, möchten, mögen, essen (du ißt); trinken, gehen, fahren (du fährst); reisen, fliegen, beginnen, enden,*



*schlafen (du schläfst), sehen (du siehst)*

3.3 Out and About

Students will learn how to communicate in restaurants, cafés and in the classroom.

Grammar: Students will learn how to conjugate the verb to have (*haben*) in nominative and the accusative case.

Reading/Assignment:

Make a list of the things in the classroom with articles and using the accusative.

3.4 Vacation Time

In this class session, students improve their German by moving beyond basic sentence structure via trip planning.

Grammar: Students will learn how to use inversion in sentence order to enhance their language abilities in German.

Reading/Assignment:

**Composition 2:** Write a dialogue in German based on the dialogue on page 49 of *In Berlin*.

**Week 3 Quiz completed in class**

**Week 4**

4.1 Food and Drink

Students will use food and drink as a practical way to employ modal verbs.

Grammar: Students will learn modal verbs.

Reading/Assignment:





*In Berlin:*

1. Learn all Modal Verbs (both meaning and conjugation). Page 77.

**Due date for submission of Composition 2**

4.2 Giving Advice

Students will continue to learn how to use modal verbs as well as separable verbs and words linked to time: always, often, rarely, sometimes, never (*immer, oft, selten, manchmal, nie*)

Reading/Assignment:

Revise Composition 2

4.3 *Guten Appetit!*

In this session, students will use food and drink to learn more vocabulary.

Grammar: Students will learn vocabulary related to eating and drinking.

Reading/Assignment:

**Composition 3:** As a group, write a film script in German.

4.4 At the Market

In this class, students will learn how to employ verbs at a marketplace. (*Auf dem Markt*).

Grammar: Listening, Modal Verbs

Reading/Assignment:

*In Berlin:*

1. Read Pages 80-81 and Complete Exercises 9-10.

**Due date for submission of Composition 3**



## Week 4 Quiz completed in class

### Week 5

#### 5.1 Morning Routine

Students use a daily morning routine to improve their German grammar skills

Grammar: Students learn to employ reflexive verbs and pronouns in the accusative and dative cases.

Reading/Assignment:

*In Berlin:*

1. Learn the reflexive pronouns. Page 97.

#### 5.2 What I've done

Students will continue learning reflexive verbs as well as to conjugate the simple past.

Grammar: Students will focus on reflexive verbs and use the simple past via *haben* and *sein* (to have and to be).

Reading/Assignment:

Learn to speak about what you have done/been in the past (*war und hatte*) by correcting the Composition 3 Film script.

#### 5.3 It's a date!

Students will improve their understanding of how to say dates and time as well as learning the numeric order (first, second, third, etc..) in German.

Grammar: Students will learn the ordinals in German.



Reading/Assignment:

*In Berlin:*

1. Learn the ordinals. Page 100.

**Due date for submission of Creative Group Project**

#### 5.4 Holidays

Students will learn the holidays celebrated in Germany.

Grammar: Students will continue to expound on the ordinals in German.

Reading/Assignment:

*In Berlin:*

1. Page 102, Exercises 13 & 14.

**Week 5 Quiz completed in class**

### Week 6

#### 6.1 Describe Your Family

Students will learn how to describe their family using the requisite vocabulary and grammar.

Grammar: Students will learn the possessive mine, yours, their... (*mein, dein, sein...*), as well as family vocabulary.

Reading/Assignment:

**Composition 4:** Describe your family in German in ten sentences using the grammar and vocabulary you have learned so far, particularly this lesson. (e.g., *Ich habe eine Mutter, meine Mutter heißt... Sie kommt aus, sie kann gut...sie lebt in. Mein Vater... Mein Bruder...* I have a mother, my Mother is called, She comes from, She's good at, She lives in. My Father.. My Brother..)



6.2 Location

Students will learn the different words and reasons to employ where (*wo, wohin*) in German.

Grammar: Students will learn how to use prepositions and contractions.

Reading/Assignment:

*In Berlin:*

1. Page 114-115. Exercises 1& 2.

**Due date for submission of Composition 4**

6.3 Review Session

In preparation for the final oral comprehension test, which is held in the final class session, we will review the major grammar concepts and vocabulary covered throughout the course.

**Week 6 Quiz completed in class**

6.4 **Final Oral Comprehension Test**

**Reading**

Genzmer, Herbert and Bettina Pohle, with Sonja Ludwikowski, Florian Püschel, and Katrin Voelkner, eds. *In Berlin, Deutsch am Global Institute – Berlin: GER 1001*. CIEE Germany gGmbH (2017).