



## **CIEE Global Institute – Berlin**

<b>Course name:</b>	German Language – Intermediate I
<b>Course number:</b>	GERM 2001 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>U.S. semester credits:</b>	3
<b>Contact hours:</b>	60
<b>Term:</b>	Spring 2019

### **Course Description**

This class is designed for students to practice and improve all four main language skills – speaking, listening, reading, and writing – in a highly communicative classroom setting. Students systematically review grammar by working with diverse materials designed to introduce them to German culture.

### **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**

2 semesters of German or completion of GERM 1002 or equivalent (contingent upon placement).

### **Methods of Instruction**

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

This course, too, 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 2001*. 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 Students will review vocabulary and grammar and learn how to describe cooking and eating.  
Grammar: Possessive pronouns in the dative case: mine (*meinem*), theirs (*ihrem*), his (*seinem*), etc; subordinate clauses with because (*weil*).  
Reading/Assignment:  
*In Berlin:*
1. Review possessive pronouns in the dative case.



2. Read pages 8-9 and complete the exercises related to the usage of "weil"

1.2

Students will learn how to express opinions, assumptions and emotions.

Grammar: In my view + verb (*meiner Meinung nach* + verb); Vocabulary and verbs related to expression emotions, opinions or assumptions: I think, I suspect, I believe, I would like, I mean, I find (*ich denke, vermute, glaube, möchte, meine, finde*).

Reading/Assignment:

*In Berlin:*

1. Read the section discussing emotions and opinions and complete the related exercises on page 19.

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

## **Week 2**

2.1

Students will learn how to discuss their educational experience in German.

Grammar: Vocabulary and grammar related to academics and school types.

Reading/Assignment:

*In Berlin:*

1. Read pages 20-23 on the German school system and complete exercises 1 and 2.

2.2

Students will discuss the German school system and compare it to the US system.

Grammar: Modal verbs in the simple past: wanted, had, could, should (*wollte, mußte, konnte, durfte, sollte*).

Reading/Assignment:

*In Berlin:*

1. Read page 24 and complete exercises 3 and 4.



**Composition 1:** Compose a small summary of your school memories using the vocabulary and grammar learned.

2.3 Students will continue the discussion of the German school system and its history.  
Grammar: Review of prepositions with accusative and dative.

Reading/Assignment:

*In Berlin:*

1. Read pages 26-27 and complete Exercise 5.

2.4 Students will discuss the classroom and typical university settings in order to practice the following grammar objectives.  
Grammar: The difference between to set/to put/to place something (*setzen/stellen/legen*) versus to sit/to stand/to be lying down (*sitzen/stehen/liegen*).

Reading/Assignment:

**Week 2 Quiz completed in class**

**Due date for submission of Composition 1**

### **Week 3**

3.1 Students will learn how to discuss media and films, including preferences and express their opinions.

Grammar: Vocabulary and grammar related to watching films and TV.

Reading/Assignment:

**Composition 2:** Students will write a small text or dialogue regarding an aspect of media discussed in class, i.e. the Berlin Film Festival.

*In Berlin:*

1. Read pages 33-34 and complete Exercises 11 and 12.

3.2 Students will continue to use media as a way to further enhance their language skills.



Grammar: The subordinate clause with the conjunction that (*dass*).

Reading/Assignment:

*In Berlin*

1. In preparation for the next class, read pages 57-58 and complete Exercise 14.

3.3

Continuing the theme of media, students will begin to use comparative and superlative statements to enhance their description of preferences and better explain their opinions.

Grammar: Comparative and superlative adjectives as well as using comparative and superlative adjectives.

Reading/Assignment:

*In Berlin*

1. Read pages 59-60 and complete Exercise 15.

### **Due date for the submission of Composition 2**

3.4

Students will use the vocabulary and grammar learned during the week to enact in role playing activity assigned by the instructor (e.g., a short film/tv script or a discussion among friends about their favorite tv shows or films).

Grammar: Review vocabulary and grammar learned in the course so far.

Reading/Assignment:

*In Berlin*

1. Read pages 59-60.

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

## **Week 4**

4.1

Students will learn how to discuss their emotions in greater depth.

Grammar: Vocabulary and grammar related to emotions.

Reading/Assignment:

*In Berlin*

1. Read pages 59-63 and complete the written exercise on pages 63-64.

4.2

Students will discuss different festivals in Germany.

Grammar: Vocabulary and grammar related to expressing joy, regret and gratitude.

Reading/Assignment:

*In Berlin:*

1. Complete Exercises 16 and 17 on page 64.
2. Students will read the text *6 Dinge, die Amerikaner an Deutschen nicht verstehen* (6 Things That Americans Don't Understand about Germans) on pages 78-79.

**Composition 3:** Create a short blog entry on living in Germany and the observed differences between the US and Germany.

4.3

Students will discuss what it is like to live in a foreign country, with a specific emphasis on things that are different in Germany and the US.

Grammar: Vocabulary and grammar related to living in a foreign country; Adjective endings.

Reading Assignment:

*In Berlin:*

1. Review adjective endings on page 59.
2. Complete Exercises 9 and 10 on page 80.
3. Read page 77.

4.4

Students will continue to discuss cultural differences and use the conditional clause "if" (*wenn*).

Grammar: Grammar and vocabulary related to the use of "if" (*wenn*).

Reading/Assignment:

*In Berlin:*

1. Complete Exercises 6,7 and 8 on page 77.





### **Week 4 Quiz completed in Class**

### **Due date for Composition 3**

### **Week 5**

5.1 Students will discuss jobs and the basics of the German labor system.  
Grammar: Vocabulary and grammar related to jobs and business travel.

Reading/Assignment:

**Creative Group Project:** students will be assigned to groups who will create a presentation on jobs in Germany.

5.2 Students will discuss their dream job and learn the *werden*-conjugation song.  
Grammar: Vocabulary and grammar related to jobs; the verb to become (*werden*).

Reading/Assignment:

*In Berlin:*

1. Complete the exercises on pages 108-109.

5.3 Students will discuss May 1<sup>st</sup> (Labor Day) in Berlin as well as other cultural aspects concerning work in Germany to further practice the grammar and vocabulary they have learned.  
Grammar: without (*ohne*) + the accusative/with (*mit*) + the dative.

Reading/Assignment:

*In Berlin:*

1. Respond to the questions on page 105 and to the text on pages 105-106.

5.4 Students will read job ads and learn how to apply to a job using the correct grammar.



Grammar: Vocabulary and grammar related to applying to a job.

Reading/Assignment:

1. Finish the creative group project.

**Week 5 Quiz completed in class**

## **Week 6**

- 6.1 Students will learn to discuss transportation in greater detail, including getting to places, car sharing and asking for information.

Grammar: Vocabulary and grammar related to transportation, indirect questions with why (*warum*), when (*wann*) and ob (*if*).

Reading/Assignment:

*In Berlin:*

1. Read page 126 and respond to the text in the designated space.

**Creative Group Project due for submission**

- 6.2 Students will use travel to give their opinions.

Grammar: Local prepositions with the dative or accusative.

Reading/Assignment:

*In Berlin:*

Read and respond to the prompts about travel destinations

- 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/Speaking Test

### Reading

Genzmer, Herbert and Bettina Pohle, with Florian Püschel ed. *In Berlin, Deutsch am Global Institute – Berlin: GER 2001*. CIEE Germany gGmbH (2018).