CIEE Berlin, Germany

Course title: German Language - Beginning I
Course code: GERM 1001 CIEE
Programs offering course: Semester Global Internship, Open Campus Block
Open Campus Track: Language, Literature, and Culture
Language of instruction: German
U.S. semester credits: 3.00
Contact hours: 60.00
Term: Fall Block I 2020

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 completing this course, students will:

- Employ simple sentences and expressions when dealing with various situations of daily life (for example, at the supermarket, in a restaurant, at school, at the office, or with friends and family).
- Express information about themselves and their area of studies in the target language. Retrieve information from others in the target language.
- Discuss everyday routines using present tense verbs, modal verbs, and the German case system. Demonstrate communication skills in basic dialogues in the target language.

Course Prerequisites
None

Methods of Instruction
The course follows a communicative approach and covers all five language competences: spoken interaction, oral production and comprehension, writing, and reading adapted to online learning. The approach to teaching and language acquisition is a functional one, in which students apply German to learn German. Committed to communicative language teaching, the methodological focus is on communication and meaning, while still paying attention to grammar, vocabulary and pronunciation. Students will be encouraged to produce oral and written texts paying special attention to effectiveness and adequacy to different communicative situations.

Assessment and Final Grade

1. Four Compositions 20%
2. Five Chapter Quizzes 30%
3. Final Oral Comprehension / Speaking Test 15%
4. Creative Project / Oral Production 15%
5. Participation 20%
   TOTAL 100%

Course Requirements
Four Compositions

You will be asked to write four short compositions during the course. These might be 10 sentences or a dialogue, fitting the topic of the respective week.

Time on Task = 8.0 hours

Five Chapter 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: Chapter quizzes are usually due on the last instructional day of each week. There is no quiz in week 6 so that students can prepare for the final oral comprehension/speaking test and complete their creative projects.

Time on Task = 15.0 hours

Final Oral Comprehension / Speaking Test

At the end of week six, students will spend approximately 10 minutes with the instructor in a short conversation led in German, in which the instructor will ask questions based on the most important grammatical structures and content covered in class. This oral examination is meant to give students the opportunity to actively demonstrate their language skills to the instructor and themselves.

Time on Task = 10.0 hours

Creative Project / Oral Production

Students will record themselves in German reading a three- to five-minute text, in which they will tell about their life (e.g., who they are, what they do, what their family is like, etc.). This short recording will assess students’ skills to produce adequate grammar discourses and communicability.

Time on Task = 10.0 hours

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance

Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:
submitting an academic assignment;
• taking an exam or quiz;
• attending a study group that is assigned by the instructor;
• participating in an online discussion about academic matters, designed by the instructor; or
• initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

• logging into an online class without active participation
• contributing to or engaging in the CIEE Orientation or Community Course(s)

First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.

Weekly Schedule

Week 1

Class 1  Introduction

Instructor will present course and browse online learning dynamic.

First Contact: Students will learn how to greet others as well as how to introduce themselves 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…)
2. Read Page 5 & complete Exercise 3.
3. Learn the verbs to be called/to come from (heißen/kommen aus). Read Page 6 & complete Exercise 4; Page 11 & Exercise 10; Page 7/8 & Exercise 6 (Mini-Dialogue)
Class 2

**Saying “Hi” and “Bye” in German**

Students will learn phrases of greeting and saying good-bye in German. They 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 (lernern/studieren/sprechen).

**Reading/Assignment:**

*In Berlin:*
1. *Begrüßen & Verabschieden:* Pages 3 & 4, complete Exercise 1
2. Learn verbs on page 6 and complete Exercise 4 (page 7)
3. Learn question words on page 8
4. Read text on page 12 and complete Exercise 11

Time on Task = 5.0 hours

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Class 3

**Spelling & Counting in German**

Students will learn the alphabet, how to spell and how to count from 1-100 in German. Writing and understanding numbers will be practiced, as well as spelling names and words.

**Reading/Assignment:**
1. Learn to say and understand the alphabet in German
   Watch this video (ABC - das deutsche Alphabet – Aussprache):
   https://www.youtube.com/watch?v=Hqghzr22uli0
2. Complete In Berlin, Exercises 13 & 14 (page 14)

3. Learn to count from 1-100. Learn to say and understand numbers in German
   Review In Berlin, pages 18 & 19
   Listen and repeat the numbers in this video:
   https://www.youtube.com/watch?v=1Z28zqpxP4

   Time on Task = 5.0 hours

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Class 4

**Definite Articles (der, die, das)**

Students will learn the grammatical gender of German nouns and pronouns

Reading/Assignment:

**In Berlin**

1. Read pages 14 & 15 ; Complete Exercises 15, 16, & 17
2. Watch video on articles: https://www.youtube.com/watch?v=x-NiFYoPwQ
3. Memorize the singular and plural of all three genders as well as pronouns (see page 15)
   - der – er
   - die – sie
   - das – es
   - Plural die - sie

   Time on Task = 5.0 hours

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**Due date for submission of Week 1 Quiz**

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**Week 2**

Class 5

**What we like or do not like to do**

Students will learn to express likes and dislikes in the context of hobbies and things they enjoy doing (gern/nicht gern). They will also learn how to ask and answer yes/no-questions and W-questions and the names of school subjects. They will talk about or write about what their field of study is.

Reading/Assignment:

**In Berlin**

1. Read page 34 (Hobbies) and page 35 (Likes and dislikes)
2. Complete Exercise 15 (page 36)
3. Read pages 37 and 38 (Studium und Universität), memorize the note under “ACHTUNG!”
4. Complete Exercise 20 - Minidialoge (page 38)

   Time on Task = 5.5 hours

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Class 6

**Days, months, years, seasons with definite articles**

Students will learn the names of months (Monate), seasons (Jahreszeiten) and weekdays (Wochentage) with definite articles (der, die, das). They will learn the verb to be in past tense: war plus prepositions + time (im/am/um) in order to express what is happening right now or yesterday, when their birthday is etc. Moreover, students will learn basic word order in German statements (S-V-T-M-P)
Reading/Assignment:

In Berlin

1. Learn the weekdays/months/seasons with articles (der/die/das)
2. Memorize the verb to be in simple past (war): Chart page 24
3. Complete Exercise 1 (page 24) and Exercise 2 (page 25)
4. Write what you do in Summer, Spring, Fall or Winter: Exercise 5 (page 27)

Time on Task = 6.0 hours

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?

Class 7

Nicht and kein: Negating things and actions in German

Students will learn the difference of negation with kein and nicht. They will also learn words for things in a classroom and plural forms of nouns, as well as the names of basic colors and how to negate a thing or color or verb.

Reading/Assignment:

In Berlin
1. Read page 29/30 on Artikel/Negation
2. Complete Exercises 9 and 10 (page 30)
3. Write 10 questions and reply with a negation

Time on Task = 6.0 hours

Class 8

To have something

Students will learn about irregular present tense verbs in German and apply them in written and speaking exercises, they will also learn the accusative case of definite articles and the verb haben in order to learn how to express what things are and what one has.

Reading/Assignment:

In Berlin
1. Read page 31 D. Verben mit Vokalwechsel
2. Memorize verb conjugation of schlafen, essen, fahren, waschen, sprechen
3. Complete Exercise 11. Minidialog (page 31)
4. Read the article on Nominativ vs. Akkusativ (page 40)
5. Memorize:
   Nominativ = der—die—das—die
   Akkusativ = den—die—das—die
6. Memorize conjugation of haben (chart page 44)

Time on Task = 6.0 hours

Due date for submission of Composition 1
Due date for submission of Week 2 Quiz
**Ordering food and expressing polite wishes**

Students learn to apply the accusative case by expressing what they and others have. They will learn the verbs *mögen* and *möchten* and the polite *hätte gern* in order to learn how to order in a restaurant or cafe, as well as vocabulary for a restaurant setting.

**Reading/Assignment:**

*In Berlin*

1. Complete Exercise 30 *Was hat der Mann?* (page 45)
2. Read page 62/63 D. *Wünsche* (wishes): *Akkusativ*
3. Memorize the indefinite articles in *Nominativ and Akkusativ*:
   - Nominativ = *ein*—*eine*—*ein*
   - Akkusativ = *einen*—*eine*—*ein*
4. Memorize the conjugation of *mögen* and *möchten* (chart page 63)

**Time on Task = 5.5 hours**
Class 10  Telling time the German way

Students learn how to tell time in German and how to use various vocabulary for time and time prepositions (seit, von-bis etc.)

Reading/Assignment:

In Berlin

1. Read page 59, Die Uhrzeit
2. Complete Exercises 7, 8 and 9 (pages 59-60)
3. Watch this video „Wie spät ist es?“ Telling time in German: https://youtu.be/A2sUQItWFNg
4. Memorize vocabulary on telling time
5. Read and memorize page 61, Zeitwörter
6. Complete Exercises 10 and 11 (pages 61-62)

Time on Task = 6.5 hours

Class 11  Putting things in place: German word order

Students learn inverted word order in German statements

Reading/Assignment:

In Berlin

1. Read pages 54-55 B. Word order (Wortstellung)
2. Complete Exercise 3 (page 55)
3. Read page 56 B.2, Time before place
4. Complete Exercise 5 (page 56)
5. Read page 57 B.3, Inversion
6. Complete Exercise 6 (pages 57-58)

Time on Task = 7.0 hours

Composition 2: Write a dialogue between 2 students (10 sentences total) see the dialogue on pages 52 and 53 as an example for things to talk about.

Class 12  Travelling the world

Students learn vocabulary and phrases for travelling and how to make travel plans. In this context they will learn the use of prepositions for directions and destinations. Students learn the use of direct articles with countries, continents, and groups of islands.

Reading/Assignment:

In Berlin

1. Read pages 65-66 E. Richtung / Destination
2. Complete Exercises 14 and 15 (page 67)
3. Memorize vocabulary reisen

Due date for submission of Week 3 Quiz
Due date for submission of Composition 2
**Week4**

**Class 13**

**What you can and what you must do: Modal verbs**

Students will learn the forms and use of modal verbs in German. They will see the parallels and differences between the English and the German language in their use of modal verbs. They will learn to express ability or permission, obligation or prohibition as expressed using modals and main verbs.

**Reading/Assignment:**

Watch this video on modal verbs: [https://www.youtube.com/watch?v=QBBlMrj0ITw](https://www.youtube.com/watch?v=QBBlMrj0ITw)

**In Berlin**

1. Read pages 79-80
2. Memorize all modal conjugations (chart page 79)
3. Read and answer the questions in *Kannst du das?* (page 78)
4. Complete Exercise 3 (page 80)
5. Complete Exercise 5 (page 81)
6. Complete Exercises 8 and 9 (page 82)

Time on Task = 6.5 hours

**Class 14**

**Cleaning up and going out: Separable-prefix verbs**

Students will learn about the importance and prevalence of separable-prefix verbs (Trennbare Verben) and the German language's habit of putting things at the end of sentences.

**Reading/Assignment:**

In Berlin

1. Read pages 88-89 on separable-prefix verbs
2. Watch this Hammer Grammar video on separable-prefix verbs: [https://youtu.be/J12CajviC8E](https://youtu.be/J12CajviC8E)
3. Memorize the following separable-prefix verbs in their meaning and conjugation: anrufen, einladen, einkaufen, ankommen, mitbringen, aufmachen, ausgehen, aufräumen + Ich komme an. / Er ruft an. / Sie macht den Wein auf. etc.
4. Complete Exercises 15 and 16 (page 90)

Time on Task = 6.5 hours
**Class 15  Eating & Drinking**

Students will learn vocabulary related to eating and drinking. They will learn how to buy food at the market and in the supermarket and they will learn to express preferences of food at different times of the day. In this context they will learn expression of time and habit (morgens / mittags / nachmittags / abends / nachts + immer—oft—selt—manchmal—nie). They will talk about “typical” national foods and write a dialogue in a restaurant.

**Reading/Assignment:**

*In Berlin*

1. Memorize vocabulary related to food (pages 71-74), pick the words you would use
2. Answer the questions on page 75
3. Memorize time expressions in Exercise 5 (page 81)
4. Write down what you drink and eat sometimes for breakfast or often for lunch or never for dinner.
5. Watch the video „Auf dem Markt“: [https://youtu.be/M6e0-meM95k](https://youtu.be/M6e0-meM95k)
6. Complete Exercise 8 (page 82)

Time on Task = 6.5 hours

**Composition 3:** Complete *Dialog im Restaurant* (10 sentences) between guest(s) and waiter

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**Class 16**

**Some more practice**

Students will practice modal verbs, separable-prefix verbs and food vocabulary in various online exercises.

1. Practice modal verbs online:  
   [https://www.schubert-verlag.de/aufgaben/xg/xg03_07.htm](https://www.schubert-verlag.de/aufgaben/xg/xg03_07.htm)
2. Practice separable-prefix verbs: [https://kyrosschule.de/trennbare-verben-ubungen/](https://kyrosschule.de/trennbare-verben-ubungen/)
3. Practice vocabulary for food [https://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_kap4_essen_trinken1.htm](https://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_kap4_essen_trinken1.htm)

Time on Task = 5.0 hours

**Due date for submission of Week 4 Quiz**

**Due date for submission of Composition 3**

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**Week5**

**Class 17  Morning Routine**

Students use a daily morning routine to improve their German grammar skills. Students learn all about reflexive verbs and pronouns in accusative and dative in the context of their daily morning routine.

**Reading/Assignment:**

*In Berlin*

2. Watch two videos on reflexive verbs: [https://www.youtube.com/watch?v=OruvkiawM14](https://www.youtube.com/watch?v=OruvkiawM14) and [https://www.youtube.com/watch?v=S1qNmdTGLrU](https://www.youtube.com/watch?v=S1qNmdTGLrU)
3. Memorize the accusative and dative personal pronouns used with reflexive verbs (chart of at the top page 99)
4. Complete Exercise 7 (page 100)
5. Memorize reflexive verbs associated with one’s morning routine: aufwachen, aufstehen, sich waschen,
Class 18  **What we had and what we have**

Students will continue learning reflexive verbs as well as to conjugate the simple past form of to have (*hatten*) and repeat the simple past of to be (*war*).

**Reading/Assignment:**

*In Berlin*

1. Complete Exercise 10 (page 101) (mark all reflexive verbs in the text)
2. Complete Exercise 11 (page 102) (write five sentences with reflexive verbs)
3. Describe your morning routine in 6 sentences
4. Read about the simple past of *haben* and *sein* on page 97
5. Complete Exercises 1-2 (pages 97-98)
6. Write a list of things you have (*haben*) and had (*hatten*), use accusative: Example: *Ich habe einen Hund – ich hatte eine Katze*

Time on Task = 5.5 hours

Class 19  **Dates & traditions**

Students learn ordinal numbers in German and how to write and speak dates. In this context celebrations and events are introduced (birthday, holidays, etc.) and students talk about their family traditions and learn about German traditions.

**Reading/Assignment:**

Watch this video on “The Ordinal Numbers in German”: https://youtu.be/EJr7ZMcfPx4

*In Berlin*

1. Read pages 102-103 about *Ordinalzahlen* (ordinal numbers)
2. Memorize the cardinal numbers from 1-20
3. Complete Exercise 12 (page 103), using yourself and five other people you know.
4. Read out loud the texts on pages 105-106 and answer true (*richtig*) or F (*falsch*)
5. Complete Exercise 15 (page 106)
6. Complete Exercises 16 and 17 (pages 106-107) (how you and your family celebrate holidays and your birthday)

Time on Task = 6.0 hours
Class 20

Celebrations
Students learn how to write a party invitation and plan an event. For fun and pronunciation purposes they read tongue twisters and pick one to memorize.

Reading/Assignment:

*In Berlin*
1. See the birthday invitation on page 107 and complete Exercise 18 (page 107)
2. Plan a party, make a list what you need to buy, and what the party should be like
3. Memorize vocabulary and expressions for celebrations or events, such as *einfachen, die Einladung, das Fest, feiern, ich komme gern / ich habe leider keine Zeit.*
4. Read all tongue twisters on page 108 and pick one to memorize

Time on Task = 5 hours

Due date for submission of Composition 4

Due date for submission of Week 5 Quiz

Week 6

Class 21

Family
Students will learn the possessive pronouns in German: mine, yours, their... (*mein, dein, sein...*), as well as family vocabulary to talk about their families.

Reading/Assignment:

*In Berlin*
1. Read page 112 and learn the words for family members
2. Fill in the information asked of you on page 112
3. Read about possessive adjectives on page 113
4. Memorize the chart of possessive adjectives at the bottom of page 113

Time on Task = 5.0 hours

Class 22 Prepositions + Contractions
Students will be introduced to the intricacies of the German language when it comes to article + preposition-contractions. They will learn accusative and dative versions of such contractions and also to ask where (*wo*) for dative and where to (*wohin*) for accusative.

Reading/Assignment:

*In Berlin*
1. Read page 116 B. *Präpositionen – Kontraktionen*
2. Memorize the dative and accusative contractions (*im, am, ans*, etc.)
3. Complete Exercise 1 (page 116)
4. Complete Exercise 2 (page 117)

Time on Task = 4.5 hours

Class 23 More family matters
Students will research “famous” families and write a family tree in German, afterwards they will come up with interview questions for one of the family members of that “famous” family about their family. Finally, they will write their own family's family tree and look-up all vocabulary they might need in addition.
Reading/Assignment:

*In Berlin*
1. Look up all the family vocabulary and fill in the family tree (*Stammbaum*) on page 114
2. Figure out the family tree in *Jessica sagt: „Das ist meine Familie“* on page 115
3. Describe your family in German in 10 sentences using the grammar and vocabulary you have learned so far (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...)

Time on Task = 7.0 hours

Class 24

**Conclusion**
The final course session will begin with a review of all of the major grammar, vocabulary, and themes covered in the course. Students will have the opportunity to ask questions and practice pronunciation in preparation for the oral comprehension / speaking test.

Time on Task = 4.0 hours

**Due date for the Oral Comprehension / Speaking Test**

**Due date for submission of Creative Project / Oral Production**

Course Materials

Readings

Genzmer, Herbert and Bettina Pohle, with Sonja Ludwikowski, Florian Püschel, and Katrin Voelkner, eds. *In Berlin, Deutsch am Global Institute* – Berlin: GER1001. CIEE Germany gGmbH (2017). The textbook will be provided in a digital version.