CIEE Berlin, Germany

**Course title:** German Language - Intermediate I  
**Course code:** GERM 2001 BRGE  
**Programs offering course:** Global Architecture and Design, Semester Global Internship, Berlin 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:** Spring Block III 2022

**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’ knowledge of grammar and vocabulary will be systematically reviewed and expanded through an emphasis on speaking and communicating in German.

**Learning Objectives**

By completing this course, students will:

- Develop and expand their oral and written communicative skills.
- Extend their knowledge of various German socio-cultural contexts.
- Demonstrate a deepened understanding of German culture and language.
- Discuss past events and describe people and places using verbs in the simple past, adjective endings, and the genitive case.
- Demonstrate communication skills in more advanced dialogues in the target 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 in-clude individual, partner and group work and will be complemented by homework exercises.

**Assessment and Final Grade**

1. Four Compositions (including re-writes)  
2. Weekly Quizzes (1 per week)  
3. Final Oral Comprehension / Speaking Test  
4. Creative Group Project  
5. Participation (including pop quizzes, homework assignments)  
   TOTAL

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Four Compositions</td>
<td>20%</td>
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<tr>
<td>Weekly Quizzes</td>
<td>30%</td>
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<tr>
<td>Final Oral Comprehension/Speaking Test</td>
<td>15%</td>
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<tr>
<td>Creative Group Project</td>
<td>15%</td>
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<tr>
<td>Participation</td>
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<tr>
<td><strong>TOTAL</strong></td>
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Course Requirements

Four Compositions (including re-writes)

You will be asked to write four short compositions during the course. These could be 10 sentences or a dialogue because one of the compositions serves as the script for the group project. Based on the feedback and corrections from you receive from your instructor, you will write a second version of the assignment, which will then be assigned a grade.

Weekly Quizzes (1 per week)

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.

Final Oral Comprehension / Speaking Test

On the last day of class of instruction, students will spend approximately 10 minutes with a partner and 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 the instructor and themselves.

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 (including pop quizzes, homework assignments)

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.

As part of your work in this course, students should demonstrate learning beyond the submission of essays, tests, or presentations. As such, all students receive grades based upon 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

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor’s note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single
class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

**Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

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**N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.**

**Weekly Schedule**

**Week 1**

**Class: 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”

**Class: 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**

**Class: 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.

**Class: 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,
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.

Class: 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.

Class: 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

Class: 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.

Class: 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.

Class: 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**

Class: 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**

Class: 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.

Class: 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.

Class: 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.
Class: 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**

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**Week 5**

Class: 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.

Class: 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:*


Class: 5.3

Students will discuss May 1st (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.

Class: 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**

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**Week 6**

Class: 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**

Class: 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

Class: 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**

Class: 6.4 Final Oral Comprehension/Speaking Test

**Course Materials**

**Readings**

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.