



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from Class Search/Course Catalog.

Academic Unit SILC Department German Program

Subject GER Number 210 Title Intensive Intermediate German Units: 6

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____
Course description: _____

This course continues where GER 110 left off. The course will help you develop reading, writing, listening and speaking skills and strategies with activities both inside and outside of class. It will also guide you further into learning about the cultures of the German-speaking countries.

Requested designation: Global Awareness-G

Note- a **separate** proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Carla Ghanem Phone 5-7871

Mail code 0202 E-mail: carla.ghanem@asu.edu

Department Chair/Director approval: (Required)



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Joe Cutter Date: 11/4/14

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, copies of textbook sample pages
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	Syllabus, copies of textbook sample pages
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
GER	210	Intensive Intermediate German	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	This course is a language courses designed to teach students about the German language and cultures and its multiculturality. This course enhances the students' abilities with the German language, such as discussing sustainability, history, politics, etc. Through the textbook, which is based on short films and readings, the language and its cultures are discussed and analyzed as well as compared to their own.	Throughout the semester (Week 1-15) German language and culture is being analyzed, used and discovered. Some examples are added here from some activiites that highlight the culturality of German. Using a film in the classroom also adds to the enhancement of culture.
2.b. The course is a language course for a contemporary non- English language, and has a significant cultural component.	Being a language course, culture is a focal part of it. Languages and cultrres are not separable and this course provides students an introduction and discussion on German cultures within Germany, Austria, and Switzerland by looking at different dialects, cultural costumes, etc.	Weeks 1-15 highlight that culture and language are discovered together and the material added provides addional proof. We also offer cultural activities outside of the class and have many students participate.

German 210 - Intensive Intermediate German Second Year German - Spring 2016

Instructor: Classroom:
Office: Class meetings:
Office hours: Email:
Office phone: Department phone: (480) 965-6281

Welcome to German 210! German 210 is a second year intensive course for students who have completed GER 110 with a C or better at ASU or who have been advised to take it as a result of a placement test by the German program at ASU. See your instructor if you are in this course for any other reason.

Course description

This course continues where GER 110 left off. The course will help you develop reading, writing, listening and speaking skills and strategies with activities both inside and outside of class. **It will also guide you further into learning about the cultures of the German-speaking countries.**

German 210 is a six-credit hour course that meets on Mondays, Tuesdays, Wednesdays and Thursdays for 75 minutes in the classroom. How much time you should spend studying outside of class depends on a number of individual factors such as your linguistic aptitude, self-discipline, attitude toward studying, attitude toward learning a foreign language, attitude toward German, etc. You should, on average, plan to spend at least 1-2 hours each day studying German: completing written homework, reviewing, reading, and building your vocabulary. Your instructor can offer some tips on how to study effectively.

We approach teaching and learning foreign languages with the main goal in mind that you will be able to communicate meaningfully with others in German. The emphasis is on the language as a whole and being able to communicate orally and in written form making sense to others. Therefore, unlike language teaching and learning methods you may have previously experienced, you will be taught vocabulary, grammar, culture, pragmatics, etc. together and not separately. You will not be doing any fill in the blanks drill exercises in class and you will not be talking about the form or structure of the language in English in class, rather, you will be engaged into it by stories, role-plays, etc. and you will be actively using the language. This requires a lot of group and partner work and a lot of communicating in the classroom and beyond. There will be no frontal lecture, but rather a student-centered environment. This method has been shown to be the most successful in the field of foreign language learning and teaching (Hampel & Huack, 2004).

Learning Objectives (in alignment with the ACTFL Proficiency Guidelines 2012):

***Speaking* (intermediate mid-intermediate high):** Students will be able to:

- Converse with ease and confidence when dealing with routine tasks and social situations, sometimes with more ease and confidence by performing predictable and concrete exchanges needed for survival in the target culture
- Handle uncomplicated tasks requiring an exchange of information related to their work, education, interests, etc.

Writing (intermediate high): Students will be able to:

- complete all practical writing needs writing compositions and simple summaries related to known topics
- narrate and describe in different time frames in a series of loosely connected sentences on known topics

Listening (advanced low-advanced mid): Students will be able to:

- understand conventional discourses, such as narrations about past, present, and future events, conversations found in short films, audio recordings, etc.
- derive some main ideas and some supporting details in connected discourse on a variety of topics in face-to-face speech as well as in audio recordings and video clips

Reading (advanced low-advanced mid): Students will be able to:

- understand conventional narrative and descriptive texts, such as expanded descriptions of places, people, or things and narrations about past, present, and future events
- understand the main idea and some details of an authentic text or narrative

Required texts:

Denk Mall! Deutsch ohne Grenzen. Barske, McKinstry, Schestokat, & Sokolosky, Vista Higher Learning, 2012.

An **ASU** e-mail account! Make sure you check it on a daily basis. Go to the Computing Commons east of the MU before or on the second day of class to get it set up. If you don't use your ASU account, please make sure you **link your personal email to the ASU** otherwise you won't receive emails from your instructor.

my.asu.edu (Blackboard). It is recommended that you log in on a daily basis for assignments, additional class information and helpful web sites.

Grading: Your course grade will be based on **total** work: All German 210 students are evaluated according to the same criteria:

A. Quizzes = 40% You will have several quizzes throughout the semester. The content quizzes will be worth 15%, vocabulary quizzes 15% and listening/reading quizzes 10%. All quizzes will be taken online; you need a webcam (for Technology requirements, please see below).

B. 2 Oral examinations = 20% The best preparation for these exams is regular and active participation. The more you participate in class, the more fluently you will speak.

C. Vocabulary log = 10% This grade includes a weekly vocabulary log (10%)

D. 4 Written assignments and website = 20% These assignments consist of writings on topics that are discussed and covered and will take place in class. Based on your teacher's analysis of your mistakes you will create two grammar webpages that focus on your individual mistakes.

E. Projects (Participation/homework/projects) = 10% These projects include your participation in class as well as projects (such as role plays, presentations, etc.) in class as well as outside class.

There is no final exam during the final exam period in GER 210 due to the cumulative nature of all of the tests you take. If you show up late for a test, you will still have to finish the test at the same time as the other students. If you do not show up for an exam without having obtained permission from your instructor in advance of the test, you will not receive any credit for the test. Documented medical or family emergencies, religious holidays, and military service that can be

substantiated to the satisfaction of your instructor will be treated as exceptions.

Grading Scale: The letter grades will be broken down according to the following scale:

A+	97 - 100 %	A	94 - 96 %	A-	90 - 93 %
B+	87 - 89 %	B	84 - 86 %	B-	80 - 83 %
C+	77 - 79 %	C	70 - 76 %		
		D	60 - 69 %		
		E	0 - 59 %		

REQUIREMENTS & POLICIES:

TECHNOLOGY REQUIREMENTS:

You **NEED** a laptop computer or a desktop computer, high-speed Internet connection, webcam, and headphones with microphone. The School of International Letters & Cultures requires high-speed Internet connections for this class and preferably physically plugged in to the router (wired and **NOT** wireless). High-speed Internet connections may be found on any Arizona State University campus or your local library. On the Main campus, Learning Support Services in the Language and Literatures Building have computers available for students enrolled in Language classes (LL061 & LL065.1).

To use Blackboard, YouTube, etc., we highly recommend using Firefox. This browser has been the least problematic in the past with any online class.

ATTENDANCE & PARTICIPATION:

DAILY ATTENDANCE and **ACTIVE PARTICIPATION** in all aspects of the course is expected. Daily preparation, attendance and active participation in class are essential. Regular class attendance is mandatory. If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Due to the large amounts of skills' development built into this course, students must be diligent about class attendance. It will be impossible to recover lost class time because such skills are developed for the greater part during time spent in class. When you are absent you are missing your oral practice, your class participation, your preparations for, and a thorough understanding of composition assignments and chapter tests, quizzes as well as valuable information given during the class period. If you are absent, not only will you miss important information but will also earn zeros on any assignments you miss since there is no make-up for homework, quizzes and class participation grades.*

The best policy for you is to strive for perfect attendance whenever possible.

If you have to miss class, please let your instructor know as soon as possible. You must arrange with a peer to pick up handouts from class and find out what was covered in the day's lesson. In order to ensure a high quality-learning environment for each level of German, you are allowed to miss **four (4)** class periods without documentation without repercussions. Each further undocumented absence will result in a lower total course grade by one point (e.g., if you have a total course grade of 90 (A-) and miss five (5) sessions undocumented, your final grade will be 89 (B+)). In order to document absences, you must bring documentation from a doctor's office on official stationery, your clergyman, or your supervisor in the military. The document must state the date and time of your

appointment explicitly, as well as the duration of your absence and contact information of the issuing body. In case of serious illness, hospitalization, chronic disease, death in the family, severe mental health problems, among other concerns, your instructor will evaluate the situation on an individual basis.

Punctual class attendance is mandatory as well. Coming late to class is not only a disadvantage for you, but also disturbing for the instructor and classmates. Should you have a very good reason to be late to class (e.g. being in a class across campus before this class), you need to inform the instructor right away. Otherwise, 4 times coming late will count as one absence.

PROJECTS & PARTICIPATION: Participation is very important. Students who prepare thoroughly for class are almost always successful in this course and enjoy it because they stay on top of the material, which allows them to participate actively and fully in class, which strengthens their language skills, which, in turn, leads to higher grades. Participate fully in class (e.g., volunteer frequently), and don't worry too much about making mistakes. Making mistakes is an integral part of learning any language.

ATTENDANCE ≠ PARTICIPATION

* make-up work will be allowed in exceptional situations, such as during documented medical illnesses, observance of religious holidays, military service, family emergencies. Please notify your instructor in writing as soon as possible to arrange for the make-up, and provide written documentation promptly.

You are allowed to miss class because of sanctioned college activities, illness (documented by the health center) or family emergencies. Only for these reasons will an absence count as excused. Please contact your instructor as soon as possible to make arrangements.

Projects include role-plays, short cultural presentation, creative posters/videos, etc. These projects will allow you to use and apply what you learn in the classroom actively and creatively and will aid in your enhancing your language abilities.

QUIZZES: You will have five content, five listening and five reading quizzes throughout the semester. These quizzes cover the material we cover in class.

ORAL EXAMINATIONS: You will have two oral examinations throughout the semester. The oral exams will be scheduled with you in the classroom and via Blackboard. You will get the rubric and the guidelines from your instructor. The oral exams reflect all the work you do inside and outside the classroom, including the projects.

VOCABULARY LOG & QUIZZES: You will be given vocabulary each week and will use these vocabulary words in context. You will turn in your logs every two weeks and will have quizzes on these vocabulary words every two weeks.

WRITING ASSIGNMENTS: You will write four writing assignments in class. These writing assignments will be on topics covered in class. You will be given 25 minutes to complete them and you are encouraged to use only vocabulary and grammar structures you learned up to that point. You will then create grammar websites based on your teacher's analysis of your problem areas that will then help you to focus on your individual needs.

HOMEWORK: Homework assignments are due on the day scheduled. NO CREDIT IS GIVEN FOR

Projects
will be
presented
in class
& lead to
discussions
of culture.

LATE ASSIGNMENTS. Your instructor will announce and collect homework on a daily basis. In addition to this homework, you are required to preview and review on a daily basis the material that is currently discussed in class. You will have to learn the new vocabulary on a daily basis, so that you gain full control over the new German words. This includes correct spelling and knowing the gender and the plural of the nouns, as well as any irregularities of the words. You need to spend at least 60-120 minutes per day outside class in a focused mental state in order to prosper in this class. Students are expected to prepare all assignments:

- 1) neatly (write legibly or type); illegible answers (sentences, words, letters ...) will be counted as mistakes
- 2) leave sufficient space for corrections (margins & double-spaced).
- 3) always indicate the due date of the assignment, the page-number(s) and the exercise-number(s).

ERRORS AND MISTAKES: Errors and mistakes are inevitable. In the classroom, your instructor fosters an atmosphere where mistakes will be treated respectfully. Language learning requires risk taking, and your instructor wants you to feel safe and relaxed, so that you can speak up in front of the class without any anxiety, even if you are not certain if your contribution is 100% correct. Please do not hesitate to contact your instructor, if there is anything going on in the classroom that prevents you to speak up in class.

CULTURAL ACTIVITIES & EXTRA CREDIT: Throughout the semester, a number of cultural activities and projects will take place. Your participation is strongly encouraged! Your instructor will provide you with details at a later date. You will be allowed up to **TWO EXTRA CREDIT** opportunities (attending ASU German Club events) throughout the semester, which will replace two of your lowest homework grades at the end of the semester. Each two attended events = 1 extra credit.

CELL PHONES/I-PHONES/LAPTOPS: Unless it is a dire emergency, you are to turn-off your cell phones/I-phones/Laptops before the beginning of class. Penalties for having any of these devices on during class will range from a simple warning the first time, to affecting the grade that you will receive at the end of the semester (such as the difference between a 'B' and a 'B+'). If there is an emergency, just let your instructor know before class. If you receive that phone call during class time, simply get up and walk outside to take the call. Otherwise, keep your phone turned-off for the 50 minutes we are in class.

STUDENT CODE OF CONDUCT: Students are expected to act in accordance with the Student Code of Conduct. For detailed information about the Student Code of Conduct and Student Disciplinary Procedures, please refer to: <http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>

ACADEMIC HONESTY: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

DISABILITY ACCOMMODATIONS: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the

beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. **Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday. If you have any questions, please contact P.F. Lengel or Jenny Smith at 965-6506.

AUDIT POLICY: Students auditing the course will meet one on one with the instructor to agree upon the grading criteria. Audit students must choose two of the following grading categories and complete a total score of 70% or higher to earn a successful audit for a passing grade "X". In order to audit, you have to make this agreement by the second week of classes.

<input type="checkbox"/>	Projects	50%	X	70 - 100%
<input type="checkbox"/>	Oral Exams	50%	W	0 - 69%
<input type="checkbox"/>	Written Assignments	50%		
<input type="checkbox"/>	Quizzes	50%		

I agree that my audit grade is based on the two categories check-marked above:

print name

sign name

Mission Statement

The German program at ASU challenges all learners to achieve their personal best through rigorous, engaging, innovative sequence of classes that develop skills and knowledge for life-long linguistic and cultural learning. **We measure success one student at a time!**

Remember: "Aller Anfang ist schwer!!!"
Learning a foreign language is fun and challenging!
Please Note: This is subject to change!

Course Calendar - Frühjahr 2016 - Deutsch 210

Every chapter is based on a short film + on a video analysis
 Understanding
 1.19

Woche	Montag	Dienstag	Mittwoch	Donnerstag
11. -15. Januar	1 st day of class - Syllabus, Wiederholung	Beginn Kapitel 1		
18. - 22. Januar	Martin Luther King Jr. no class			Beginn Kapitel 2
25.- 29. Januar				Schriftliche Arbeit 1
1. - 5. Februar	Beginn Kapitel 3 Quiz 1			
8. - 12. Februar			Beginn Kapitel 4	
15. - 19. Februar				Schriftliche Arbeit 2
22.- 26. Februar	Beginn Kapitel 5 Quiz 2			
29. Februar - 4. März mündliche Prüfung		Beginn Kapitel 6		
7. - 11. März	Spring Break - no class			
14. - 18. März			Quiz 3	Beginn Kapitel 7 Schriftliche Arbeit 3
21. - 25. März				
28. März - 1. April	Beginn Kapitel 8			
4. - 8. April		Beginn Leselektüre		
11. - 15. April mündliche Prüfung	Quiz 4	Beginn Kapitel 9		Schriftliche Arbeit 4
18. - 22. April			Beginn Kapitel 10	
25. - 29. April				Last day of class Quiz 5

a reader will further these cultural skills + analysis using Pure Literature helps them gain a view of the culture.

The ORAL EXAMS will take place in weeks 7 (Oral exam 1) and 13 (Oral exam 2).
 This is subject to change.

INSTRUCTOR'S ANNOTATED EDITION

DENK MAL!

Deutsch ohne Grenzen

Tobias Barske

University of Wisconsin – Stevens Point

Megan McKinstry

University of Missouri

Karin Schestokat

Oklahoma State University

Jane Sokolosky

Brown University



VISTA
HIGHER LEARNING

Boston, Massachusetts

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Culture *Literature*

STRUKTUREN

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ZU BEGINN

STELLEN SIE SICH VOR

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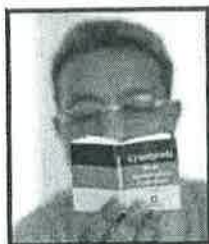


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Cultural text discussing
multiculturalism
in Germany

Have students speculate why
Koreans and Vietnamese came
to East Berlin while West Berlin
attracted people from Southern
Europe and Turkey.



Find images of Berlin on the Internet: the Wall, the new and old Reichstag, the Gedächtniskirche, the old and new Alexanderplatz, aerial shots of the city, etc. Show the images as you talk about the history of Berlin after World War II, about the Wall and what it meant not only for the city, but for all of Germany. Ask students what might be meant when people talk about a Mauer im Kopf.



Audio: Reading

Seit Juni 1990 ist Berlin wieder die Hauptstadt Deutschlands, und seit dem 1. September 1999 arbeiten die deutsche Regierung und das Parlament hier im neuen Reichstagsgebäude. Auf einem Gebiet von ca. 892 km² leben heute Menschen aus rund 186 Ländern und entsprechend multikulturell ist die Atmosphäre dieser Stadt. Deutschland hat sich eigentlich nie als Einwanderungsland verstanden. Berlin hingegen hat eine lange Geschichte als Einwanderungsstadt. Das hat schon im 17. Jahrhundert zur Zeit des Großen Kurfürsten Friedrich Wilhelm angefangen. Er hat jüdischen Familien aus

hier und prägen den unverwechselbar^o welt-offenen Charakter der Stadt.

Aber die Wiedervereinigung und der Umgang mit dem Reichtum an Kulturen ist nicht immer einfach. Die Einwohner und auch das Aussehen der Stadt müssen sich der neuen Zeit anpassen. Daher spricht man jetzt manchmal von einer Mauer im Kopf, und die Ausländerfeindlichkeit macht sich gerade in Zeiten wirtschaftlicher Rezession bemerkbar. Architektonisch hat Berlin sich der neuen Zeit angepasst. Die große Baustelle in der Stadtmitte und im Areal um den Alexanderplatz gibt es nicht mehr. Wenn man aber mit der S-Bahn Linie 5

Tell students that die Gründerzeit was the time of German industrial expansion (ca. 1848–1873).

Berlin multikulturell seit Jahrhunderten

Österreich und französischen Hugenotten ein neues Zuhause gewährt. Im Laufe des 19. Jahrhunderts sind vor allem Slawen aus Böhmen und Polen nach Berlin gekommen, und die jüdische Gemeinde hat vor 1933 rund 160.000 Mitglieder gezählt.

Nach dem 2. Weltkrieg wurde Berlin, so wie auch Deutschland, geteilt. Nach Ostberlin, ab 1949 die Hauptstadt der DDR, sind viele Vietnamesen, Koreaner und Kubaner gekommen; Westberlin hat Gastarbeiter aus Südeuropa und aus der Türkei angezogen. Mit rund 200.000 Personen sind die Türken in Berlin nun die weltweit größte türkische Gemeinde außerhalb der Türkei. Viele von ihnen wohnen im Stadtteil Kreuzberg, zum Teil schon in der dritten Generation. Daher ist es auch nicht verwunderlich, dass der Döner neben der Currywurst mittlerweile der beliebteste Imbiss bei Touristen wie auch Berlinern geworden ist.

Die Presse preist Berlin als einen idealen Ort für den Dialog zwischen den Kulturen: Ethnische und kulturelle Vielfalt bedeutet Bereicherung. Mehr als 470.000 Menschen nicht-deutscher Staatsangehörigkeit wohnen

durch die ganze Stadt fährt, kann man am einen Ende noch die Plattenbauten der ehemaligen DDR sehen und am anderen die Villen der Gründerzeit. Man kann den Verlauf der Berliner Mauer jetzt im Straßenpflaster in der Nähe des Brandenburger Tores verfolgen und dabei sozusagen mit einem Fuß im ehemaligen Westen und mit dem anderen im ehemaligen Osten stehen. Reste der Mauer aber bleiben durch die Ausstellung der East Side Gallery den Besuchern und Einwohnern Berlin zugänglich. So lebt die Geschichte der Stadt auch zwischen all den Neuerungen weiter. ■

Der Berliner Bär...

ist offiziell seit 1954 das Wappen des Landes und der Stadt Berlin. Seit 2001 gibt es über 1.100 bunt bemalte „Buddy Bären“, davon rund 800 außerhalb von Berlin. Seit 2002 existieren sogar 142 „United Buddy Bears“, die in Ausstellungen um die ganze Welt reisen, für Toleranz und Völkerverständigung werben und für UNICEF und andere Kinderhilfsorganisationen Spenden sammeln.

Wappen coat of arms Völkerverständigung international understanding Spenden donations



accordingly

considered itself/ in contrast

Jewish

unmistakable

dealings

hostility towards foreigners

prefabricated buildings

former

course

street surface

accessible

*cultural text discussing
swiss bank + its system*

Have students skim the text first and find all words related to banking. Have them work in pairs to find the meanings of these words.

Elicit from students what they know about lending money and why it was forbidden at one point in time. For homework, have students find out what types of banks there are in Switzerland and what their realm of operation is.

Schweizer Bankwesen



Schweizer Banken

Teil 1: Die Schweiz ist ein Land mit langer Bankengeschichte. Die Schweizer Banken sind heute noch ein wichtiger Teil der Wirtschaft.

Teil 2: Die Schweizer Banken sind heute noch ein wichtiger Teil der Wirtschaft. Die Schweizer Banken sind heute noch ein wichtiger Teil der Wirtschaft.

Die Schweiz, Banken und eine stabile Wahrung werden oft in einem Satz genannt. Wie aber ist es dazu gekommen, dass die Schweiz zum „Land des Geldes“ wurde?

Um das herauszufinden mussen wir weit in die Geschichte zuruckgreifen: bis ins spate 13. und 14. Jahrhundert. Die Anfange des Kreditwesens befinden sich in Italien, bei den Lombarden, also bei den italienischen Kaufleuten. Diese erfuglichen Handler durften trotz des kanonischen Zinsverbots Geld leihen und trieben damit „Wucherer“. Weil die Lombarden ihre Buchhaltung stetig verbesserten und ihre Finanzkenntnisse ausbildeten, gewannen sie eine gewisse Uberlegenheit andere europaischen Handlern gegeruber.

Es dauerte also nicht lange, bis die Lombarden auch im Norden die fuhrende Rolle im Fernhandel einnahmen. Sie beherrschten im 13. Jahrhundert Handelsplatze in England, Frankreich und auch im schweizerischen und oberheimschen Gebiet.

Die damals haufigste Geldoperation der Lombarden war das Kreditgeschaft. Das ging so: Die Kaufleute boten ihren Kunden ein Darlehen an, allerdings mit Zinsen und gegen die Verpfandung von wertvollen Gutern. Die Zinssatze im Mittelalter waren ubrigens sehr hoch: sie betragen zwischen 20 und 40 Prozent im Jahr! Stellen Sie sich vor: Sie wurden von einem Lombarden 1.000 Euro leihen. Wie viel Geld mussten Sie am Ende des Jahres zuruckzahlen? Der Verkauf von Geld kann sehr rentabel sein.

Die Lombarden, auch Kaworschen genannt, krohten ein Monopol fur das Kreditgeschaft und bekamen das Privileg, Banken zu offnen: dies taten sie u.a. in Luzern, Zurich, Bern und Basel. Das „Haus der Kaworschen“, die Bank der Lombarden im Zentrum von Luzern, wird demnach schon Ende des Mittelalters urkundlich erwahnt. Auch in Zurich gab es einen „Turm der Kaworschen“. Und dort erscheint 1499 zum ersten Mal das Wort

„Bank“. Schon im fruhen 15. Jahrhundert war Zurich also eine Bankstadt!

Im 17. Jahrhundert hatten die schweizerischen Banken so viel Geld angesammelt, dass sie sich in Europa nach Kreditnehmern umsehen. Unter ihren ersten auslandischen Kunden waren franzosische Konige, die Kredite aufzunehmen wollten ohne befurchten zu mussen, dass ihre Lehrenten davon wussten. Das konnten sie in der Schweiz, denn das Bankgeheimnis bestand schon damals.

Heute zahlt das Schweizer Bankwesen mit seinem ausgezeichneten Ruf zu den bedeutendsten der Welt. Auch ist der Schweizer Franken eine auerst stabile Wahrung. Der Grund fur diese beiden Tatsachen liegt wohl in der Neutralitat und wirtschaftlichen Stabilitat des Landes. Obwohl im Jahre 2009 nur ungefahr 4% der Schweizer in Banken arbeiten, bezeichnet man diesen Sektor als eine tragende Saule der Wirtschaft. Es gibt zwei Grobanken im Lande, UBS und Credit Suisse, die zusammen noch Tausende Mitarbeiter in der ganzen Welt beschaftigen. Ende 2008 wurden noch 327 weitere Bankinststitute gezahlt, einschlielich Filialen von auslandischen Instituten in der Schweiz. So gibt es seit 2006 u.a. die *First Private Bank* in Geneve, die bei ihren Transaktionen die Richtlinien der islamischen Religionen berucksichtigt.

Die Schweizer von heute haben also den schlaun Lombarden aus alten Zeiten viel zu verdanken!

Schweizer Exportguter

Seit 2008 ist Kaffee der Exportstarke Nr. 1 der Schweiz. Kapselkaffee ist ein Wort, das in den letzten Jahren viel gehortet hat. In der Schweiz wurden exportiert 99% der „Swiss made“ Urnen wurden ins Ausland verkauft und 53% der in der Schweiz produzierten Schokolade. Der Kaffee „Victoria“ (1984 von Karl Elsener begrundet) ist Hersteller der Schweizer Taschenmesser und erweiterter 2008 einen Umsatz von 485 Millionen Schweizer Franken. Kaffee wird in der Schweiz produziert.

