

# Elementary German – Language and Culture Teacher Manual

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Supported by a PA GOAL Grant

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## Note:

The documents can be navigated via the links in the table of contents. As Word document, you can also use the navigation pane by going to the “View” pane and enable “Navigation Pane”

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## Introduction

*Elementary German – Language and Culture* provides exercises and materials for a beginner course in German with integrated culture lessons. You will find a considerable number of exercises for homework but not detailed lesson plans or activities for in-class work. This manual will provide information on the intent and learning goals of each lesson, as well as some tips on possible in-class activities. The manual does not provide detailed in-class activities because I did not have enough time to create such activities in a format that is accessible and copy-right free – and also because I believe that such activities depend on the teaching style of each instructor and the time available. In-class activities will be added to *Elementary German – Language and Culture* in the future and then available online.

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The creation of this work was supported by a PA Grants for Open and Affordable Learning (PA GOAL). Thank you to the GOAL program and Sara Parme for the support.

The current format of “Elementary German – Language and Culture” is very basic, I focused on providing materials that are applicable and accessible, with culture well-integrated into the curriculum. To reduce work-load, accessibility and copyright issues, I did not use a more appealing layout or pictures. I only do not embed full exercises or materials where it is possible to link to the exercise or materials on other websites. For in-class activities, I provide tips how to design them, but not fully developed exercises (with a few exceptions). However, I believe that in-class activities can be fairly quickly developed, and in-class task developed by the instructor of the course are more suitable to the instructor’s teaching style and conditions of teaching.

Most reading, listening, and culture tasks work with authentic materials, i.e., text, audios, or videos not developed for learners. Such materials are copyrighted and thus, cannot be integrated in the textbook. They are available online, but could become inaccessible in the future. Those texts, audios, or videos can also not be edited, but ACTFL standards ask anyway to not edit the texts but adapt the questions and tasks.

Grammar information is provided in the textbook, but I also often refer to another free resource for more detailed information: *Grimm Grammar* (<https://coerll.utexas.edu/gg/>). You can also use the OER *Grenzenlos Deutsch* (<https://grenzenlos-deutsch.com/>) as an additional resource.

The curriculum of *Elementary German – Language and Culture* has been developed for college courses with a significant component to develop intercultural competence. Thus, the culture lessons are designed to include discussions or other activities in English, to get deeper into the content matter. These components can be skipped by instructors that want to focus more on language instruction. The cultural subjects are chosen to match the academic year, with topics like Oktoberfest and Nikolaus in the fall semester, Carnival in the spring. But such topics can also be covered at other times of the year.

Homework assignments are intended to be opportunities for students to practice and as preparation for class, not as tasks that have to be submitted and then checked by instructors. Online

tasks cannot be checked by the instructor in the current format, but they can either be changed into a worksheet (in Word) that has to be submitted, a fairly simple copy-and-paste task with some additional editing, or be integrated into an LMS.

Most exercises are currently online in H5P format. For these exercises, you can either share the link and students work on the h5p.com website (no account needed) or embed the exercises in a website or learning management system (LMS). However, working this way means that the instructor cannot see results or whether students completed tasks. Instructors with an H5P account can also change activities, copy them into a Word document and use them as a worksheet, as well as integrate H5P in an LMS, if your institution allows it. For more details on working with H5P see the next section. Wherever I use pictures, they are either from Pixabay.com, which does not require attribution, or the sources are given. Pictures are either shared with permit (e.g., Pixabay does not claim copyright) or in the public domain.

*Elementary German – Language and Culture* in part reflects my teaching approach which is based in the following principles: Culture should be an integral part of the curriculum, many readings or listening tasks also provide cultural information that is used in class discussions. Students should be exposed to authentic language, not (just) texts or audios created for learners. Lessons should develop awareness of the diversity and changing nature of the language they encounter. Thus, some lessons analyze the language of materials and explore social aspects of language use on a basic level. Cultural lessons should always compare to students' own cultures and aim at taking the perspective of members of German speaking cultures in order to step out of one's own cultural perspective. Authentic text, audios, or videos are usually not edited but the task is designed to enable students to complete the task. Students do not have to understand everything in authentic texts, and it is a learning goal to become comfortable with the fact that one does not understand much in authentic texts, audios, or videos.

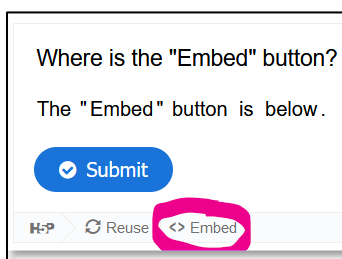
Communication should be practiced throughout the semester. In class, students should interact as much as possible, but grammar lessons can be integrated, too. German should be as used as often as possible, but some tasks can be better done or only done in English (grammar practice, discussions on culture). Drill for grammar and vocabulary should be frequent but done independently. Thus, several exercises are provided for most grammar items. Students can then opt to do more or fewer drill exercises, depending in their needs.

## Using and Adapting the Online Exercises (H5P exercises)

The book provides the links to online exercises that have been produced using H5P.com. Everybody with the link can complete the exercise. Teachers cannot check whether students have completed the exercises or how they did unless you integrate H5P in a learning management software (LMS) like Canvas, Moodle, Blackboard. This is possible but requires having an account with H5P and working with the administrator of your LMS. *Elementary German: Language and Culture* is designed for students to work independently and check their own answers. Encourage students to ask the instructors if they do not understand how to complete an exercise correctly.

### Embedding H5P exercises

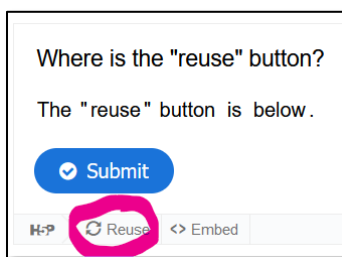
All exercises can be embedded in a website or LMS (Canvas, Blackboard, etc.) by clicking the “Embed” button and the copy-and-paste the embed link into the appropriate window in your website or LMN page editor.



Embedding an exercise does not connect it to your LMS, you will not see the results of students' work.

### How to edit existing H5P exercises

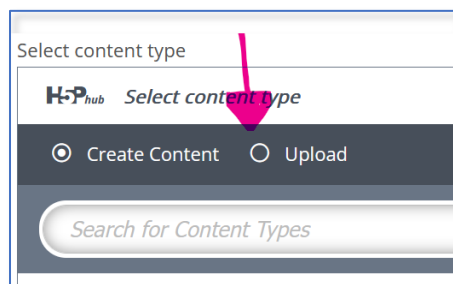
The “reuse” button enables to download a file in .h5p format which can then be used to edit the exercises (see instructions for editing below).



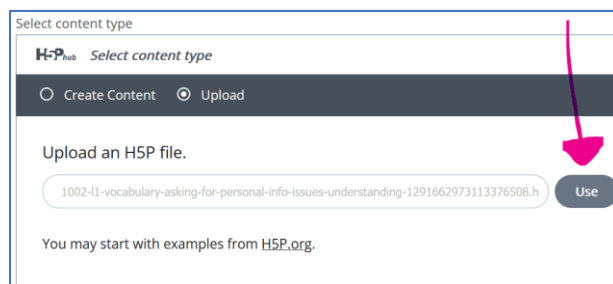
In order to edit the exercises, you need create a free account at [www.h5p.org](http://www.h5p.org) or a paid account at [www.h5p.com](http://www.h5p.com). The free account offers a limited number of different exercise types, but the free “.org” website enables to edit most of the exercise types used in this book. Some exercise types might only be available in the paid “.com” version.

Here is how to edit existing exercises:

1. Use the “Reuse” button below the exercise (see instructions above)
2. Download the .h5p file
3. Go into your H5P account
4. Click on “Contents”
5. Click on “Create New Content”
6. Click on “Upload”



7. Select .h5p file from your computer
8. Click “Use”



9. Now you can edit the exercise or turn it into a worksheet in Word. In the “Text” window, you can edit or copy and paste content to a Word file. (The “Text” window can be expanded in size, by dragging the bottom-right corner). The words that are supposed to be provided by students (e.g., should be written or dragged into a blank) are between asterixis. Replace the words \*between asterixis\* with a blank and you have a worksheet.
10. Sharing H5P exercises: The exercises are set to be publicly available and the “Embed” button displaying, but those settings can be changed in the sections “Display Options” and “Publish” section.

### **How to create your own H5P exercises**

1. Go into your H5P account
2. Click on “Contents”
3. Click on “Create New Content”
4. Select the format for your exercise
5. The design of the exercise can be done by using the instructions provided in H5P. This will not be described here.
6. Publishing and sharing: to make the exercise available per link, go to the “Publish” section and select “Public”. To display the “Embed” button, go to “Display Options” sections and select “Display Embed Button”

## Lektion 1 - Learning Goals & Activities

### First lessons

- ✓ Vocabulary: Greetings, first questions and answers
- ✓ Grammar: Verb forms with „ich, du, Sie“
- ✓ Culture:
  - Regional greetings as examples of variation within German and the associated social factors
  - Basic rules for formal/informal address and the associated ideas of respect/politeness

### **Vocabulary & Grammar**

The first lessons introduce greetings and basic questions/ answers about name, place of origin, where one lives. For example, students speak with as many different other students and use the following phrases:

<i>Guten Tag. Wie heißen Sie?</i>	--	<i>Ich heiße John Smith. Wie heißen Sie?</i>
<i>Ich heiße Lisa Miller. Woher kommen Sie?</i>	--	<i>Ich komme aus Philadelphia.</i>
		<i>Woher kommen Sie?</i>
<i>Ich komme aus New Jersey.</i>		
<i>Auf Wiedersehen!</i>	--	<i>Auf Wiedersehen!</i>

- Start with formal address because that is appropriate in interaction with teachers. Introduce verb forms for “ich” and “Sie”
  - Introduce “ß” as equivalent to “s”
- As next steps, practice the same questions and answers in informal address and introduce the verb form for “du” – informal address should be used when students interact with each other. Have as many different students interact with each other as possible. Include tasks that require collecting and sharing information about others – then students get to know their classmates and also use “er/sie/es” verb forms.
- Early on, introduce and practice phrases to ask for help or indicate issues (“Wie bitte?” “Was heißt...?” “Ich verstehe nicht.”).
- Spelling can be integrated into the exercises by having students spell out their names, for example:
 

<i>Ich heiße John Smith.</i>	--	<i>Wie bitte? Bitte buchstabieren Sie!</i>
------------------------------	----	--
- Also introduce phrases appearing in natural conversations:
 

○ “auch”:	<i>Ich wohne in Markle Hall.</i>	-- <i>Ich wohne <u>auch</u> in Markle Hall.</i>
○ „Und Sie?“	<i>Wo wohnen Sie?</i>	-- <i>Ich wohne in Markle Hall. <u>Und Sie?</u></i>
○ „Und du?“	<i>Wo wohnst du?</i>	-- <i>Ich wohne in Markle Hall. <u>Und du?</u></i>

### **Pronunciation**

- Introduce pronunciation for “ch” in “ich” – for example with the following exercise:
  - 1) Pronounce and hold long an English “y” sound (equivalent to German “j”) as in “yes”
  - 2) Put fingers below the Adam’s apple/ larynx to feel the voice cords vibrating
  - 3) While pronouncing the long “y” sound again, stop the voice cords without moving jaw, lips, or tongue
  - 4) Students should practice this often in order to develop muscle memory
- This sound for “ch” spelling, in IPA as [ç], is used after all vowels except “a, o, u”

### **Culture**

- Regional Greetings - After students have become comfortable with “Hallo, Guten Tag, Guten Morgen,” introduce some regional greetings (Moin, Grüß Gott, Grüezi, maybe informal Servus, Salü). Explain or let students discuss the reasons for the use of regional greetings. It is important to point out that most speakers using regional greeting know other greetings, but use regional greetings to show regional identity.
  - Learning Goal 1: Develop awareness for the diversity of German and the reality of German in use. This includes awareness that native speakers do also not know or use all regional greetings and people not from the region do not have to use them. Students should be prepared for encountering varieties of German not taught in textbooks and be aware that not understanding such varieties is not a sign of incompetence but happens also to native speakers.
  - Learning Goal 2: Develop understanding for social factors determining language use. Here: Regional greetings can serve as marker for regional identity. Thus, they are used even when speakers know other greetings.
- Formal vs. informal address – Assign Worksheet 4 to cover the basic rules for using formal and informal address.  
To develop first elements of intercultural competence, an in-class discussion or activity (e.g., Think-Pair-Share) can ask students to explain why formal address can be seen as respectful when it is also somewhat cool or keeping others at distance. Learning Goal: seeing an issue from another perspective and withholding judgement until one tried to understand the other culture’s perspective.

### Subsequent lessons

- ✓ Vocabulary and Grammar
  - more questions and answers about personal information
  - verb forms for regular verbs
  - verb forms for “sein” and “haben”
- ✓ Pronunciation: ö, ü
- ✓ Culture: Formal vs. informal address continued



### Vocabulary and Grammar

- ✓ Expand dialogs with questions about place of residence, age, profession – Note regarding profession: this would be something students might be asked in a real-world situation. The answer would be “Ich bin Student” or “Ich bin Studentin,” for example, or: “Ich studiere.” This is an opportunity to introduce:
  - Masculine/feminine versions of nouns for professions (often feminine words derived with -in ending)
  - The separate plural for females only (*die Studentinnen*)
  - Attempts to show both genders in a shorter version, for example:
    - *Student/in*
    - *StudentIn*
  - Attempts to avoid genders, for example: *Studierende*
  - Recent attempts to go beyond binary categories, for example:
    - *Student\*in*
    - *Student:in*
    - *Student\_in*

Notes: point out that these spellings are used by some, including some major media outlets, but are not part of the official spelling rules and not yet used by a majority. The debate how to represent/avoid biological sex categories in the language is ongoing and no universally accepted solution has been found yet.

### Pronunciation

- “ö” can be practiced by:
  1. Pronouncing an “e” sound like in “yes”
  2. Pronounce it long
  3. Form round and very pointed lips without changing the jaw position
- “ü” can be practiced by:
  4. Pronouncing an “ee” sound like in “feet”
  5. Pronounce it long
  6. Form round and very pointed lips without changing the jaw position

Students should repeat those exercise often in order to develop muscle memory.

### Culture – Can be moved to Lektion 2

Continue the analysis of rules for formal and informal address with the worksheets 7, 8, 11, 20. The readings associated with the worksheets show that...

- ...there are verbs “dozen” and “siesen” to talk about the use of “du/Sie”
- ...rules for the use of formal address are complex, using several factors, e.g., formality of the situation, status of the conversation partner, familiarity with the person, age.
- ...rules can contradict each other, e.g., interaction with a friend in a professional setting, or a younger person having a higher status. (see: “du/Sie dilemma”)
- ...rules are changing, e.g., toward more informal address.
- ...not only learners occasionally get confused or do not know what the correct address form would be

## Notes:

Students should be aware that the choice of formal vs. informal address can be the subject of conversations, for example, new co-workers being told what address form is common or someone directly asking what address form would be appropriate.

Students should also know what to do when not sure what address form to use (one reading recommends using “Sie” when in doubt or avoiding to use “du/Sie” until one heard what the other person is using. – This implies the rule: when the other person starts with “du.” You can use it, too. But that might not be appropriate, e.g., when the other person has higher status.

Students should be aware of the strategic use of “du” in marketing or media to create a closer relationship to customers or audience, as well as the associated risk of alienation older or more conservative customers/ audiences. The text on the use of “du” in business (Worksheet 20) even shows that IKEA advises employees to use “du/Sie” differently in different situations (informal address in stores and advertising, formal address in customer service).

**A tip how to use more authentic examples:**

Television shows often contain examples of the strategic use of “du/Sie” or people discussing their appropriate use – these are scripted or semi-scripted shows but represent interaction in a realistic way. For example:

- The host of the ZDF show *Bares für Rares* usually asks whether he should use first name and “du” or “last name and “Sie.” Often, he only asks whether first name is okay which then also implies informal address. Episodes are online (at [www.zdf.de](http://www.zdf.de)) for a limited time, but new examples can be found fairly easily.
- Fictional shows occasionally contain scenes where people get to know each other and ask about the use of “du/Sie” or comment on people being on “du” basis – which then shows the nature of peoples’ relationships.

For all example, focus on the two or three sentences discussing the “du/Sie” issue, transcribe them and play several times for students.

## Lektion 2 - Learning Goals & Activities

### Vocabulary & Grammar

- This lesson expands the repertoire of questions and answers about personal information by adding verbs with vowel change (e.g., “Was liest du? Welche Sprachen sprichst du?”)
  - Point out that vowel changes only occur in Strong Verbs and only in the “du” and “er/sie/es” forms. – If students want an explanation for this: older forms of German had an ending for the verbs in “du” and “er/sie/es” forms that was harder to pronounce after the original vowel. Changing the vowel made it easier to pronounce. These endings have meanwhile disappeared. The vowel change because of a following vowel is also the reason for Umlaut in other words, e.g., when adding a plural ending to a noun.
  - Explain how vowel changes are indicated in the vocabulary list:  
*fahren (er/sie fährt), fuhr, ist gefahren*  
 The form in (brackets) shows the vowel change.
- Introduce classroom vocabulary, now with Imperative (“Nehmen Sie Papier und einen Stift.”).
- Ordinal numbers are introduced to be able to talk about birthdays and holidays.

### Culture

Formal vs. informal address: materials from Lektion 1 that have not been covered yet can be covered now. Then, review and summarize essential points:

- Formal address might appear cool or unfriendly, but speakers in all cultures want to be polite, they just use different ways to be polite, based on their ideas of respect and politeness – in German speaking cultures, respecting status, keeping some distance, and not assuming/imposing a close relationship are considered to be respectful. – Some students might assume that using formal address is always polite – point out that using formal address with friends or family member would indicate that one does not want to be close to them, which is hurtful or impolite. The address form needs to be appropriate to the situation, no address form is always appropriate.
- Rules for formal vs. informal address change over time. This point is important to counter ideas that culture and traditions are stable or even should not change.
- Speakers form hybrid forms (e.g., using Sie” with first name) to achieve semi-formal interaction. This relates to changing rules: culture is adapted by people.
- Rules are complex and can be contradicting, causing a dilemma.
- Even people growing up in a German speaking culture sometimes need to discuss or ask about the appropriate use of formal or informal address.

Holidays: Major holidays are introduced to give some orientation in the structure of the year in German speaking cultures (major holiday structure the calendar). Furthermore, students gain awareness of the reasons for national holidays. This gives insight into events or values that are important to German speaking cultures. For example, Germany celebrates a specific historic event tied to German history, while Austria focuses on neutrality, not independence. This also shows that national holidays are not always about independence of a country, taking students beyond the American perspective.

In-class activities: Factual knowledge is not the major goal of the course, but some activities with focus on dates can be used to practice ordinal numbers and interact with others. Students can quiz each other on dates of holidays, in German, for example:

- “Wann ist der Nationalfeiertag in Österreich?” “Der Nationalfeiertag in Österreich ist der .....”
- “Was ist der dritte Oktober?” – „Der dritte Oktober ist der ....“

This can also be done in an info exchange exercise: Add more holidays or event dates, to have some dates students have not yet practiced, e.g., Valentinstag, Hexennacht, ..., with one student having half the dates, the other student having the other half of the dates. They have to ask each other about dates in order to complete their list.

#### German Reunification (November 9 will be covered in Lektion 5)

The first reading in English (Worksheet 14) provides a very brief overview of the events leading to the German reunification on October 3, 1990. Worksheet 15 asks questions about the video “Walled In” that explains how the border between East and West Germany was fortified by the East German government. Instructors should make sure that students understand the difference between events on November 9, 1989 (opening of the borders) versus the reunification on October 3, 1990. Also, students should be aware that the border was not only in Berlin.

The two worksheets mainly deliver factual information, but one can expand the lessons to include:

- Students could reflect on the impact of dividing a country on people’s life
- More background about the division of Germany after WWII
- To expand the perspective beyond Germany, a lesson could include the divided Austria and divided Vienna (cf. Wikipedia: [https://en.wikipedia.org/wiki/Allied-occupied\\_Austria](https://en.wikipedia.org/wiki/Allied-occupied_Austria)). This division lasted only until 1955 and resulted in Austria declaring neutrality, a value still held high today.
- Current events: students can explore the festivities on October 3. The national celebration takes place in a different federal state every year.

#### Oktoberfest

When teaching the lessons in the fall, the lesson on October 3 and the lesson on the Oktoberfest can be timed to be taught in October or end of September. Worksheet 13 delivers background information: the history of the Oktoberfest and information on its economic impact. In-class activities can follow-up with focusing on aspects that dispel some commonly held wrong believes about the Oktoberfest, e.g.,

- Not every city celebrates Oktoberfest, it has an origin specific to Munich – Other students have other festivals. Have students research other *Volksfeste* (e.g., In Germany *Cannstadter Wasn*, *Kiliani* in Würzburg, *Hamburger Dom* or *Hafengeburtstag*, *Freimarkt* in Bremen, ....), also in

Austria, Switzerland, Luxembourg. Ask students to find information about *Kirchweih* (a.k.a., *Kirmes* or *Kerwe*). Have students identify the origin of the festivals – sometimes either a specific historic event, mostly a business aspect (e.g., *Cannstadter Wasn* was an agricultural exhibition), or related to the dedication of a church.

- Have students investigate seasonal festivals and traditions (e.g., *Maifest*, *Maibaum*, ...)
- Oktoberfest abroad has a character specific to each community, not necessarily much similarity to the original *Oktoberfest* in Munich – the name was probably taken by emigrants because the *Oktoberfest* in Munich is famous and seasonal festivals are traditional. Have students research how emigrants keep up traditions from their country of origin and how those emigrant traditions change or fossilize (do not change or change differently than in the country of origin) – such a lesson can compare between German speaking immigrants to the USA and other immigrants.
- Have students compare to festivals in the USA or other cultures students belong to (e.g., Thanksgiving with a origin specific to American history, immigrant traditions adapted to American life, ...) – Regarding emigrant traditions, it should be taken care that students do not walk away with the impression that immigrant traditions are less valuable than the ‘original’ traditions – immigrants adapt traditions which makes them a new traditions with its own value, not a deficient copy of the ‘original’ source.

Suggestion for a listening or reading exercise – can be done in class:

The news program *Tagesschau* ([www.tagesschau.de](http://www.tagesschau.de)), similarly *heute* ([www.heute.de](http://www.heute.de)) has an online archive where one can either stream or often download reports on the opening of *Oktoberfest*. Because the reports are very short and similar every year, one can use the most current version without much new preparation. Here is the transcript from September 21, 2019:

*Bei strahlendem Sonnenschein hat in München die diesjährige Wiesn begonnen. Oberbürgermeister Reiter eröffnete das Oktoberfest um Punkt zwölf mit dem traditionellen Fassanstich. Er benötigte zwei Schläge, dann konnte die erste Maß Bier für Ministerpräsident Söder gezapft werden. Bis zum sechsten Oktober werden auf dem weltweiten größten Volksfest wieder sechs Millionen Gäste aus aller Welt erwartet. Die Maß kostet in diesem Jahr bis zu 11, 80 Euro.*

Option 1: Present the transcript to students and have them complete the following task (also have them listen while reading along, to develop listening skills).

1. Underline all verbs in second position.
2. Circle all numbers (mostly written as words) – identify ordinal numbers (the first, second, ...)
3. Identify the nouns/phrases: a) „sunshine“, b) „Lord Mayor“, c) „traditional tapping the keg“, c) „a liter-glas of beer“, d) „worldwide biggest festival“, e) „guests“

Option 2: Only have them listen and answer questions about elements they are familiar with: numbers (date, the number of strokes needed to tap the keg, the number of beers sold, the price of a beer) – this report includes both regular numbers and ordinal numbers. For other words, offer multiple choice that students only have to discriminate between words/phrases, e.g., the correct name of the mayor and the *Ministerpräsident*.

## Lektion 3 - Learning Goals & Activities

### Vocabulary & Grammar

Lektion 3 introduces more vocabulary than other lessons, mainly nouns for food and drink items, as well as phrases used in restaurants. Thus, in-class activities should focus on practicing vocabulary, for example:

- Sorting food and drink items by color, food vs. drink, food groups (dairy, vegetables, fruit, ....), vegan/vegetarian, ...
- Asking other students what food and drink items they like, do not like, often consume, never consume
- Identifying items in menus of restaurants found in the internet – this requires some preparation: first, have students identify the categories in menu (main courses, sides, desserts, alcoholic drinks, ...); students have to get familiar with the use of compound nouns (the word they learned might be hidden in a compound noun); students also have to get comfortable with not understanding all words in menu – model how one can find important information without understanding all details; have students explore or explain to them the amounts and measures used in menu (milliliters, liters, ...), and the abbreviations used.
- Identifying items in images of dishes (e.g., on websites of restaurants, supermarket ads, or image search)
- Identifying typical elements of dishes (e.g., search for images of breakfasts and then identify all items seen) and compare to typical dishes in America or other cultures students belong to.
  - When students identify ‘typical’ food, one should also point out that generalizations are based in facts, e.g., rolls are common in breakfast in German speaking countries, but do not apply to every individual in the culture - not every Austrian likes rolls for breakfast.
  - Here, videos from Youtube channels like *Easy German* can help, where people on the street say what they eat for breakfast (e.g., <https://www.youtube.com/watch?v=kwdnxwQCoXM> ). Also, students can search for videos or blogs by exchange students reporting on their experiences with food – but students need to keep in mind that an individual experience is not representative for the whole culture.

### Culture

The cultural aspects covered in Lektion 3 are mainly represented in readings or listening tasks. The materials show some popular food items (*Wiener Schnitzel*, *Currywurst*, *Döner*). Focus is on often consumed dishes, some other textbooks often focus on traditional regional dishes – instructors can add lessons on such dishes, if they wish, or have students research and present on regional dishes.

The audios/videos also practice the vocabulary to some degree, and serve as starting point for vocabulary lessons: Students can be asked to list ingredients of popular dishes.

### Popular Food Items & Bio-Food

Students should get an impression of the type of food people often eat. This is not necessarily the most traditional food. Students will see that some fast-food is globalized (the most popular is McDonald's, but also some fast-food chains that are regional/national, for example, Nordsee. Nordsee food gets the best grades for food quality but is not the most eaten food.

Notes: Döner and Currywurst do not appear in statistics of most popular restaurant chains because they are usually sold in independent fast-food stands or small chains. But there are large numbers of Currywurst or Döner stands, for example about 16,000 Döner stands in Germany in 2011

([https://de.wikipedia.org/wiki/D%C3%B6ner\\_Kebab#Deutschsprachiger\\_Raum](https://de.wikipedia.org/wiki/D%C3%B6ner_Kebab#Deutschsprachiger_Raum)), way more than fast-food restaurants of large chains

Regarding Bio food: when browsing websites or supermarket catalogs, students will see that Bio food is often advertised. The information shows that Bio food nevertheless accounts for a small share of all food sales. Austria is far ahead of other German speaking countries in production and sales of Bio food.

Learning goals:

- Basic knowledge of food trends in German speaking countries: popular fast-food and Bio food
- The hybrid character of food: fast-food is partially foreign chains (McDonald's, partially local, partially foreign food adapted to local tastes (Döner, Currywurst – curry is imported)
- Awareness of discrepancies between the image of what is traditional/typical or good (Bio) versus the reality of what people really eat (McDonald's, not very much Bio)

Activity suggestions:

- Culture lessons as second part of vocabulary lessons: students can identify food or drink items on websites, in ads, catalogs, menus, to practice vocabulary. Then, students can explore what items are sold as Bio or which fast-food has influences from other cultures – for example, researching the origin of Döner or Currywurst.
- Talking about popular food: students can write their own questions and other students have to answer them, for example: "Was essen Österreicher gern?" "Was ist das Lieblings Fast-Food in Deutschland?"
- Students can explore websites of fast-food stands, especially those mentioned in the texts/audios, and report on food offered, the prices, also where the fast-food stands or restaurants are located.

### Features of spoken Standard German

The listening/reading activities deliver factual information and present authentic spoken language, in the interview parts. The scripted parts of the audios/videos present authentic written Standard German. In an in-class activity, have students identify features typical for spoken Standard German.

Worksheet 18 works with the transcript of a video about *Currywurst*. The text and video can be found at Deutsche Welle: <https://p.dw.com/p/2VzvZ>

Worksheet 18 is a reading task but can also be replaced with a easy to prepare listening task: Use the transcript and replace key words with a choice of three similar words. Students then read along while listening and for keywords select the word they hear.

In the interview sections, one can find some features typical for spoken Standard German, but not used in written Standard German, for example:

- Kundin 1: „Ein Muss, is' eine Legende.“ – the ending of „ist“ is dropped
- Passantin: “Nach 'ner langen Shopping-Tour braucht man was zur Stärkung, und da lieb ich Currywurst mit Pommes. Das ist ideal.” – The indefinite article “eine” is abbreviated to “ner” – this is common in spoken German, as the maps at *Atlas zur deutschen Alltagssprache* show: <https://www.atlas-alltagssprache.de/runde-5/f18a-b/>
- Denny Reinhardt show features of Berlin dialect, with “wat” for “was” – he also drops the ending of “nicht” and says “nich” – this is also common in spoken Standard German (see map at *Atlas zur deutschen Alltagssprache*: <https://www.atlas-alltagssprache.de/runde-2/f25e/>)

Show students the excerpts and have them identify how the spoken Standard German differs from what they learned. Focus on a single sentence and play the audio several times that students have a chance to hear in the audio what they are reading. Authentic audios are often fast and not always clear, sometimes with background noise. Thus, it is important to focus on a very short sequence, play it repeatedly, and tell students that it is normal not to hear everything, at their stage of learning. It is also not essential that they hear the phenomenon in question, they should only develop awareness that spoken Standard German drops some endings or shortens some words.

Have students find examples in other transcripts of audios and videos later in class.

Explain that those phenomena are a regular part of spoken Standard German, not faulty German.

Learning goals:

- Develop awareness that Standard German has some variations, here: spoken versus written Standard German
- Know some examples for differences between spoken and written Standard German: in spoken Standard German, people often drop some endings or shortens some words (with or without the specific examples)
- Optional: know that regional German differs, e.g., Berlin dialect uses “wat” instead of “was”

The main goal of such lessons is not knowledge of specific examples of variation within German but awareness that even standardized German shows some variations and such variations are normal, not mistakes.



## Lektion 4 - Learning Goals & Activities

### **Vocabulary & Grammar**

Lektion 4 introduces direct objects and accusative case, in the context of food and dining out in a restaurant or ordering in a café. Thus, in-class activities should focus on asking about favorite food and especially role-playing restaurant scenes: students should develop and present short routines where they discuss food preferences with friends, order, and pay.

The verb “möchte” and “gern” are crucial for those interactions.

Dialogs should not be studied by heart but only briefly planned and then practiced very often, with different partners and students intentionally switching their questions and answers. Students should get comfortable having a short conversation about food and ordering food without having planned the dialog in detail. Real-life interaction does not follow a script, students need to become comfortable with unexpected responses or questions – within the grammar and vocabulary practiced.

Insist on students to change phrases and partners often, not use prepared dialogs.

Frequently remind students that pre-cited examples are one way of achieving a communicative goal, but many ways of saying something are possible.

Dialogs could follow the structure:

- 1) Two or three students as customers in a restaurant or café, first discussing their preferences. Phrases could be:  
 “Was möchtest du essen?” “Was trinkst du gern?” „Was bestellst du?“ „Das Steak ist nicht gut.“ „Ich empfehle den Wein.“ „Was empfiehlst du?“ „Was isst du gern?“ „Was hat keinen Alkohol?“ „Ich esse nicht gern Fisch.“ „Ich möchte vegetarisch essen.“ ....
- 2) A server asks about orders and people order – with phrases as listed in the vocabulary list.
- 3) The routine for paying should initially be practice separately, later then combined. One can practice the routine for tipping, for example with play money. Tipping mainly needs two routines:  
 Either giving the desired amount and stating “Stimmt so” to indicate that one does not want change back. Aim at 5% tip, but use a round amount.  
 Or giving more money and indicating the desired amount with “Machen Sie 15 Euro.”  
 For example: it costs 12, 90 Euro, one gives a 20 Euro bill and says “Machen Sie 15.”

## Culture

Giving tips: Information on culturally appropriate tipping is widely available, so will not be discussed in detail here. Key points:

- Tip not necessary because servers are paid. Tipping is nevertheless common and servers might not be paid very well, so tips could still be important for a decent income.
- Tip around 5% or whatever is easier to give change to. When paying in cash, one balances the amount of tip with making it easy to give change by using a round amount.
- German speaking cultures are still more relying on cash (Bargeld) - but this is decreasing, accelerated by the pandemic. More restaurants take cards than in previous years.

Optional: Cash vs. card - You can add a lesson on the prevalence of cash and its cultural reasons. This lesson can be culturally very rich when one explores the attitudes and values behind paying in cash that reflect attitudes strong in the cultures (concerns about privacy when using cards, historic experiences & sense of security, freedom/independence). Students can compare to attitudes in America (fewer concerns about privacy, different historic experiences – but similar preference for individual freedom – comparable to attitudes toward cars as individual freedom).

This would be mostly conducted in English, but some questions could be posed in German (e.g., "Wie viele Deutsche haben eine Kreditkarte?" 13% 23% 33%) Here are numbers on the use of cash:

<https://www.statista.com/chart/19868/share-of-cash-payments-in-different-countries/>

Additional information: Im Jahr 2016:

- **Amerikaner** bezahlen 46 Prozent der Transaktionen in Bar (cash) und 45 Prozent mit Debitkarte oder Kreditkarte.
- **Deutsche** bezahlen 82 Prozent der Transaktionen in Bar (cash) und 15 Prozent mit Debitkarte oder Kreditkarte.
- **Amerikaner:** 67 Prozent haben eine Kreditkarte
- **Deutsche:** 33 Prozent haben eine Kreditkarte

Bagnall, John et al.: "Consumer Cash Usage: A Cross-Country Comparison with Payment Diary Survey Data." The International Journal of Central Banking, 2016

(<https://www.ijcb.org/journal/ijcb16q4a1.pdf>, (Links to an external site.) page 8)

### Warum? (Why?)

According to article: "For Many Germans, Cash Is Still King". NPR, June 9, 2019

(<https://www.npr.org/2019/06/09/728323278/for-many-germans-cash-is-still-king> (Links to an external site.))

- Cash is quick and easy to use, they argue. It provides a clear picture of personal spending, keeps transactions more private and is widely accepted in the country.
- "Nur bares ist Wahres" (Only cash is true/real)

According to article "Times change but German obsession with cash endures." DW.com (<https://www.dw.com/en/times-change-but-german-obsession-with-cash-endures/a-43718626> (Links to an external site.))

- Cash is freedom
- Experiences in history: debts and 'virtual' money pose dangers (hyper-inflation in the 1920s)

Also reflected in Germany's high savings rate"

[In May 2018, the]German Historical Museum in Berlin [had] an exhibition called "Saving: History of a German virtue," highlighting the way in which the concepts of frugality, aversion to debt and financial caution (themes not always consistent with credit card usage) have influenced German life over the years.

- Hyperinflation 1923 - A historical reason why Germans distrust "virtual money"

[https://en.wikipedia.org/wiki/Hyperinflation\\_in\\_the\\_Weimar\\_Republic](https://en.wikipedia.org/wiki/Hyperinflation_in_the_Weimar_Republic)

#### Signs of Change:

According to article: "For Many Germans, Cash Is Still King". *NPR*, June 9, 2019 (<https://www.npr.org/2019/06/09/728323278/for-many-germans-cash-is-still-king> (Links to an external site.)):

- In 2018, for the first time, Germans used plastic for payments more than bills. According to a [report by the EHI Retail Institute](#) in Cologne, 48.6% of sales took place with a debit or credit card, compared with 48.3% in cash.
- University students: 80% said they frequently make electronic payments

#### The Euro and the Swiss Franc

Lessons would be mostly in English, but questions in German are also a part of it (see online exercises).

#### Learning goal:

- Basic knowledge about the Euro and Swiss Francs (where they are used, approximate value compared to US Dollars)
- Basic knowledge of the symbolism of the design: which cultural values or symbols are shown? Who are the people shown and what do they stand for?
- Compare to the cultural values expressed US Dollars

The comparison to the symbolism of US Dollars can be an in-class discussion and can include a discussion of planned changes (including more women or minorities in the depiction of people on money).

A possible creative activity could ask students to design money for German speaking countries or even new designs for the US Dollars, as comparisons. This would add a higher level of thinking (in Bloom's taxonomy).

### Language Variation: Spoken Standard German

This lesson is important to familiarize students with the reality of language use in Germany.

Learning goal: Students should know that Standard German has some variations, here variations between spoken and written Standard German. Students should be aware that the shown phenomena are not mistakes but the normal language use and count as Standard German, not dialect or slang (meaning: they can be heard in formal situations).

Worksheet 24 and the follow-up segment show dialogs in a restaurant. Despite the dialogs being scripted, they are performed fairly natural and show typical features of spoken Standard German that differ from written Standard German:

- Dropping verb endings in first person, e.g., *ich nehm'*
- Pronouncing *nicht* without -t ending
- Shortening of *ein/eine* to 'n or 'ne
- Contraction of *haben* to *ham*

The maps in *Atlas zur deutschen Alltagssprache* show how common the variations are and also that there are more variations for words like *nicht*, with regional differences.

After the listening task, have students listen again and read along with the transcript to improve develop skills.

It can also be used to reinforce grammar and vocabulary skills, e.g., have students look at verbs that lack endings and ask them to provide endings. Give students and English translation next to word forms that differ from written Standard German and ask students to provide the form they learned, e.g., "the person uses "ne" for English "a" with a feminine noun. Which article did you learn?"

## Lektion 5 - Learning Goals & Activities

### **Vocabulary & Grammar**

Lektion 5 focuses on daily activities and schedules. Separable prefix verbs are used to talk about such activities. Telling time, talking about times of the day (Vromittag, Mittag, ...) are needed as well as weekdays. Also, prepositions *um*, *an* or *am* are introduced.

#### In-class activities:

- Ask other students about activities on different days – write down information and report in a larger group or the whole class. It can be varied what one asks for:
  - “Was machst du am Dienstag?” – „Ich schwimme um 9 Uhr.“
  - „Wann schwimmst du? – „Ich schwimme am Dienstag.“ | „Ich schwimme nicht.“
  - Ask students to pose follow-up questions:  
 “Was machst du am Dienstag?” – „Ich schwimme um 9 Uhr.“  
 „Und was machst du um 12 Uhr?“ „Wann isst du Mittagessen?“

- Writing in a pair or group: write on the board or online, e.g., in Google Slides
  - Select one student and write the schedule of the week
  - All students are responsible for correct grammar and vocabulary

Writing online can avoid space issues (when there is not enough space for everyone to work on the board) and one could save results. It also makes it easier to make revisions. However, access to computer and wi-fi is required and technical issues can interfere.

Discussing the result in class shows others correct sentences or common mistakes and how to correct them.

- Info-exchange: students work in pairs, each student has parts of the information and has to ask the partner in order to receive the missing information. The sample activity below (images from Pixabay) shows a possible format.

Partner A would ask, e.g.:	“Was macht Timo um 12 Uhr?“
Partner B answers:	“Um 12 Uhr isst Timo Mittagessen.“

Encourage students to use full sentences and repeat times!

The task can be modified in various ways, for example:

- Do not give verb forms, students have to find the verb form when answering
- Add weekdays
- Provide the activity, but not the times, students ask for the time

The exercise becomes more meaningful when students are asked to work with the results, otherwise they do not see a need to complete the task. For example, ask to write out the schedule of people in the worksheet or quiz students on results.

Sample activity: Info Exchange:

Was macht Timo um 7:15 Uhr? -- Er frühstückt. (Kathrin: sie)

Partner A

	7:15 Uhr	9:00 Uhr	12:00 Uhr	15:30 Uhr	19:00 Uhr
<b>Timo</b>	 frühstückt	 räumt auf		 sieht fern	
<b>Kathrin</b>	 schläft		 isst Mittagessen		 schläft
<b>Bernd</b>	 steht auf		 schwimmt		

Was macht Timo um 7:15 Uhr? -- Er frühstückt. (Kathrin: sie)

Partner B

	7:15 Uhr	9:00 Uhr	12:00 Uhr	15:30 Uhr	19:00 Uhr
<b>Timo</b>	 frühstückt		 isst Mittagessen		 schläft
<b>Kathrin</b>		 steht auf		 isst Kuchen	
<b>Bernd</b>		 frühstückt		 räumt auf	 sieht fern

- Read and work with a real schedule from a school.  
Ask questions about a real schedule, for example, from the Gottfried-Keller-Gymnasium Berlin: <https://www.gks-berlin.de/ganztag/beispiel-stundenplan> - if this link is expired or you prefer another schedule, you can find them by searching the web for *Stundenplan* + *Gymnasium* or with similar key words  
Ask questions like:  
“Wann hat die Klasse Musik-Unterricht?” – „Am Donnerstag von 8:45 Uhr bis 9:30 Uhr“

Students can also take turns asking each other.

## **Culture**

### School & University Schedules

Because Lektion 5 focuses on schedules, it includes discussion of cultural differences in daily routines and how and where one does certain activities.

Students can explore sample schedules for Gymnasium or college:

Sample Schedule Gottfried-Keller-Gymnasium Berlin:

<https://www.gks-berlin.de/ganztag/beispiel-stundenplan>

- Students can see the different approach to breaks between classes and few times for extra-curricular activities – because sports and similar hobbies are pursued outside of school

Sample first-semester college schedule (*Informatik* = computer sciences at University of Oldenburg):

<https://uol.de/bsc/informatik/studienstruktur-und-plan/beispiel-stundenplan-fuer-erstsemester>

- College students can see that courses often only take place once or twice a week – more time is devoted to self-organized studying

### Clubs for Sports and other Hobbies

Worksheet 19 and the listening exercise online show the focus on clubs in German speaking cultures. Have students brainstorm, in English, how this affects the social schedule, daily routine, and social networks.

For example:

- One often pursues hobbies (sports, music, etc.) with other people than the classmates
- Club activities have to be in the evening because afternoons are filled with school activities
- Club activities might be in very different locations than school activities (e.g., neighboring towns).

- No competitive college sports – college sports are a very big part of the college experience and college life, also a big business. This is very different in German universities. Including: students do not select a college in order to play sports there – but might have to stay close to home if they want to continue playing sports in a specific club.
- The identification with school or college is less – no school or college sports, less school spirit!

This might require explanation about the high school system, with students attending different tracks of high school. This means, students often do not attend high school with the friends from elementary school but might still play sports or pursue other hobbies in the same clubs. On the flip-side, one has new friends in high school but might not see them as much outside of the classroom.

My overview of the school system can be found here:

[https://drive.google.com/file/d/1EXoPx5f91a6uE2ha97ZNud29zx7\\_vgtu/view?usp=sharing](https://drive.google.com/file/d/1EXoPx5f91a6uE2ha97ZNud29zx7_vgtu/view?usp=sharing)

(My apologies for the spell-check markers, I lost access to the original file and cannot remove them at this point)

An overview of the whole education system with many details can be found at German-Way.com, if you are interested:

<https://www.german-way.com/history-and-culture/education/the-german-school-system/>

Some activities can be done in German, for example: creating a possible weekly schedule for a German student.

You can also have students watch video blogs or read blogs by exchange students, reporting on cultural differences in school or college, for example, the two videos linked below. Students usually like to hear from peers. Note: it should be pointed out that her experiences do not reflect how ALL German schools work)

Carolyn Ruby: *German High School Culture Shock (From an American exchange student)*

[https://www.youtube.com/watch?v=rfKow\\_0EOn8](https://www.youtube.com/watch?v=rfKow_0EOn8)

Part 2: [https://www.youtube.com/watch?v=ewEJwX\\_AS6A](https://www.youtube.com/watch?v=ewEJwX_AS6A)

### November 9 in German history.

This lesson is mostly in English, but some questions can be done in German.

Learning goal: Knowledge about some events in German history that reflect the struggles to become a democracy and united country.



Note: Be aware that the focus on November 9 is somewhat artificial because the events throughout history are not directly connected, it is mainly coincidence that they happened on November 9. But connecting events to a certain day makes them more memorable.

Alternatively:

Focus less on Germany and less on specific events. Present important events in the history of Austria, Switzerland, Germany. Use this to identify values or events the countries consider to be crucial for their identity. For example, the events associated with the national holidays:

- Austria's declaration of neutrality, connected to WWII and pacifism
- Switzerland's focus on a union of small regions (Cantons), in the Rütli Oath and the union of 1291 – this is still determining the Swiss focus on decentralized and local politics.
- Germany's focus on unity connected to democracy and the rule of law. The dictatorship until 1945 caused the division of Germany, the East German dictatorship maintained it, the reunification removed it.

## Lektion 6 - Learning Goals & Activities

### ***Vocabulary & Grammar***

#### Phrases for a conversation – conversation task

Online exercises review all phrases that are useful in conversations. A capstone the course can be a conversation with the instructor or another fluent speaker, either one-on-one or in a small group. Goal of the conversation is not the use of specific phrases and not a flawless grammar and pronunciation, but maintaining a conversation. A crucial skill is managing issues, i.e., indicating when one has problems and asking for help – in German.

The conversation should be open-ended in the sense that it can go wherever the student(s) can go. In accordance with ACTFL standards, the conversation partner of the student will be cooperative, i.e., trying to maintain a conversation and help the student(s), but stay in German. The instructor/conversation partner of the student stays within vocabular and grammar taught in the courses, but with pushing the boundaries to some degree.

Very important for conversation skills are the phrases to indicate issues or ask for help – they should be practiced more intensively than other phrases.

#### Personal Pronouns in Accusative

Direct objects in accusative were subject of previous lessons, pronouns in accusative are introduced to complete the ability to form sentences with direct objects. Task are mainly focused on reviewing vocabulary (especially noun genders) while also practicing accusative pronouns.

#### Personal Pronoun “man”

The personal pronoun “man” (English “one” or “you”, used with verb endings like “er/sie/es”) is introduced to talk about rules, e.g., “Man darf hier nicht rauchen.”

#### Modal Verbs “können, dürfen, müssen”

One cultural topic of Lektion 6 are rules. The modal verbs “können, dürfen, müssen” enable to talk about rules. To talk about rules in a general way, the pronoun “man” is useful, but one should make sure that exercises also use other pronouns (e.g., “Ich darf hier nicht rauchen.”), Especially, one should alternate between singular and plural to include forms of modal verbs that have a vowel change and contrast them with the regular plural forms.

Make sure students understand the difference between German and English in expressing that something is prohibited: English uses “must” while German uses “dürfen”:

- Man darf hier nicht rauchen.
- One must not smoke here.

One way of practicing sentence with modal verbs is the use of traffic signs and have students write captions. Images of traffic signs are in the public domain (Gemeinfrei) and can be found, for example, in a Wikipedia list of traffic signs in Germany since 2017:

[https://de.wikipedia.org/wiki/Bildtafel\\_der\\_Verkehrszeichen\\_in\\_der\\_Bundesrepublik\\_Deutschland\\_seit\\_2017#Sinnbilder\\_nach\\_%C2%A7\\_39\\_StVO](https://de.wikipedia.org/wiki/Bildtafel_der_Verkehrszeichen_in_der_Bundesrepublik_Deutschland_seit_2017#Sinnbilder_nach_%C2%A7_39_StVO)

Captions can look like this:



Man darf hier Fahrrad fahren.



Man darf hier nicht parken.

Sources of images:

- Bike lane: [https://de.wikipedia.org/wiki/Radverkehrsanlage#/media/Datei:Zeichen\\_237\\_-\\_Sonderweg\\_Radfahrer,\\_StVO\\_1992.svg](https://de.wikipedia.org/wiki/Radverkehrsanlage#/media/Datei:Zeichen_237_-_Sonderweg_Radfahrer,_StVO_1992.svg)
- No parking: [https://de.wikipedia.org/wiki/Haltverbot#/media/Datei:Zeichen\\_286\\_-\\_Eingeschr%C3%A4nktes\\_Halteverbot,\\_StVO\\_1970.svg](https://de.wikipedia.org/wiki/Haltverbot#/media/Datei:Zeichen_286_-_Eingeschr%C3%A4nktes_Halteverbot,_StVO_1970.svg)

When using images, make sure to add alternative texts for students with visual restrictions. One can also use English captions to make sure students know the meaning of a sign.

When asking students to memorize the meaning of signs, the set of signs in use should be limited because the students are not familiar with the signs used in German speaking countries. Explain to students that those signs are standardized in a UN treaty and used internationally (with the USA being an exception) and are intended to be comprehensible without words. One can also point out that obtaining a driver's license in German speaking countries requires memorizing the meaning of many signs.

The vocabulary list introduces verbs needed to talk about some basic signs/rules: driving, riding a bike, going by foot, parking, smoking, ...

### Imperative Informal Plural

Talking about rules is also used to review plural forms and add the last missing plural form: Informal plural. Have students describe signs with plural statements, for example:

“Parkt hier nicht.”

This can also be done in the form of an info exchange:

Partner\*in A: “Was heißt das Schild?” – Partner\*in B: “Parkt hier nicht.”

Imperative can also be used in connection to the topic of Nikolaus: have students write or roleplay what children are told to do in order to get rewarded by Nikolaus:

“Wascht die Hände.”

“Macht Hausaufgaben.”

## **Culture**

### Rules – Cultural Differences

Focus of lessons on different rules in different cultures should be on the possible reasons why those rules differ, not just a list of facts. Thus, have students discuss (in English) why German speaking cultures might have different rules than America. One goal is to get students out of the perspective of their home culture, so it can be effective to ask the question the other way around: why do Americans not keep stores closed on Sundays? Or: “How would you explain to people from German speaking countries why Americans do not keep stores closed on Sundays or do not ban mowing the lawn on Sundays?” This helps to get students away from the idea that the rule of the own culture are ‘normal’ and other cultures deviate. It also pushes them more to look at the own culture with different eyes.

One might have to prompt the idea that opening a store requires people to work in the store – some students do not make the connection between keeping Sundays a day off from work and keeping stores close.

Swiss rules for store hours depend on the Canton, one could use this example to reinforce the knowledge that Switzerland is much more focused on decentralized and local government than Austria and Germany.

### Nikolaus & Assistants

Learning about Nikolaus is not only interesting because students learn about the importance of December 6 as the day of St. Nikolaus. Within the learning goal of intercultural competence, the lessons on Nikolaus should make clear that traditions change and adapt to changing circumstances. When

Europeans migrated to America, they encountered other cultures and became a part of a different society. The Nikolaus traditions were adapted to the new life and the result is Santa Claus. That does not make Santa Claus a deficient version of Nikolaus, it is a new tradition.

Meanwhile, Santa Claus has been exported to Europe and appears, to some degree, on Christmas. This makes for interesting discussions in class about cultural influences from abroad and commercialization: Meanwhile, Nikolaus and Santa Claus both exist in German speaking, as two different characters from the same root. Often, both figures merge in peoples' minds and also merge with ideas of *Weihnachtsmann*. This shows that traditions can merge or clash. The clash can be seen in conflicts around the appearance of Santa Claus, here some examples:

- A 2014 cartoon by Canossi shows Santa Claus as “Werbefigur” (commercial figure) who calls Nikolaus an amateur:  
<http://spanossi.de/onewebmedia/CA%20Nikolaus%20vs%20Weihnachtsmann.png>
- There are campaigns against Santa Claus, for example, on a website from the Bonifatiuswerk, a Catholic organization: <https://www.kirche-und-leben.de/artikel/weihnachtsmann-muss-draussen-bleiben-nikolaus-darf-rein>  
This shows:
  - The merger/confusion of traditions can be seen as negative influence, often labeled as ‘original’ vs. ‘fake’
  - Even religious organizations with focus on the ‘traditional’ Nikolaus confuse Nikolaus with another tradition (here: “Weihnachtsmann”)
- This website tries to explain the connection and differences between Nikolaus and Santa Claus: <https://reisebloegle.de/nikolaus/> - Interestingly, the name “Weihnachtsmann” is here used for Nikolaus (who historically does not have a connection to Christmas) while the previous website uses “Weihnachtsmann:” for Santa Claus.

These examples show how different traditions clash, mix, and get confused. Students can discuss in which ways they find this problematic but should also learn that such changes and mixes of culture are not unusual. The instructor should prompt reflection about the reasons why people often find cultural influences threatening (e.g., because cultural change also changes one’s identification with a group and, thus, affects one’s identity).

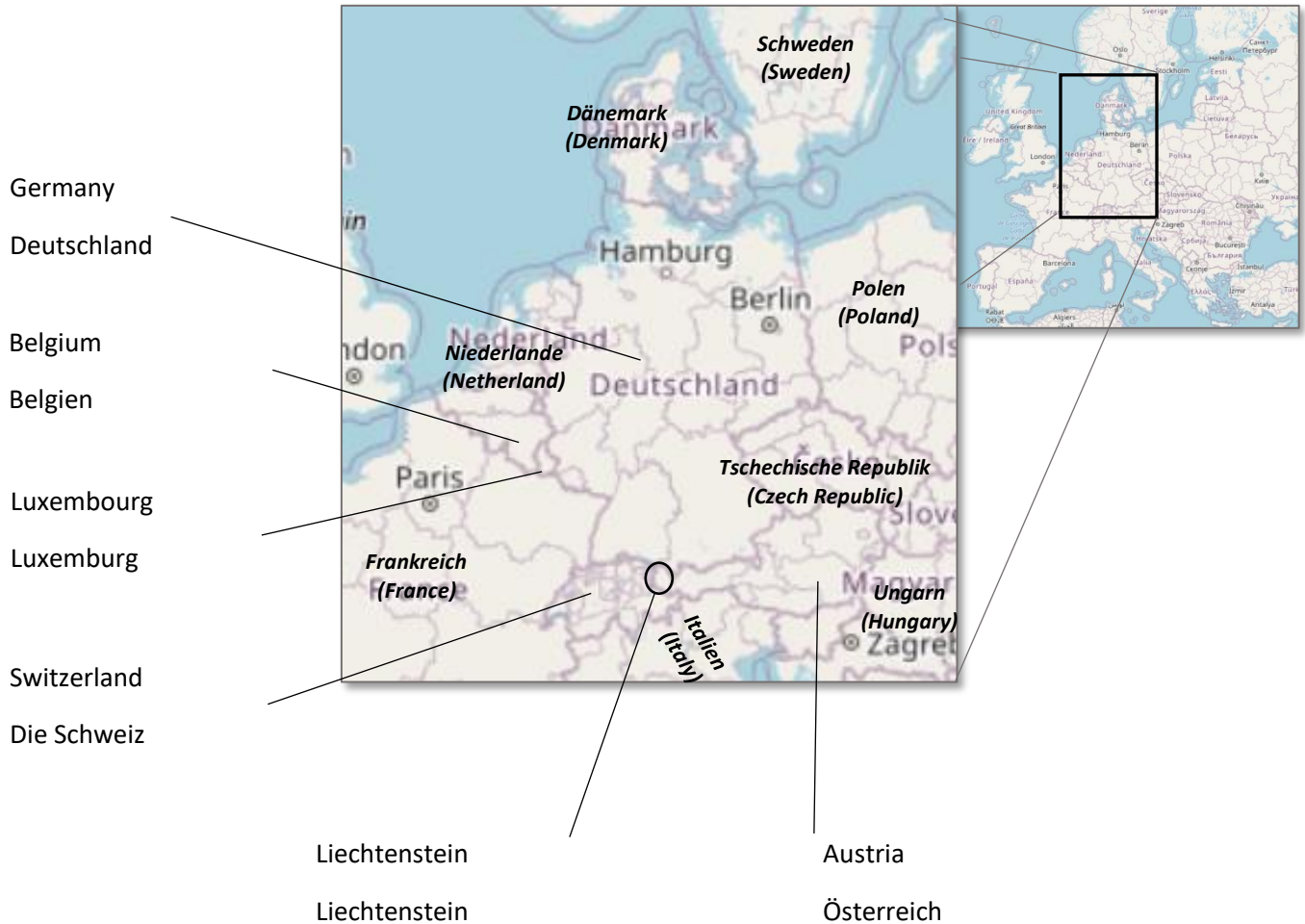
Note: In Pennsylvania, many immigrants are from Protestant and Anabaptist background – they do not support the adoration of Saints and cut Nikolaus from the December traditions and only the assistant *Belsnickl* visits children.

**Appendix: Answer keys**

**Worksheet 1 – Answer key**

**I) Länder mit Deutsch als offizielle Sprache (die Sprache = language)**

A) Label German-speaking countries, using the German & English names.



Source of map: OpenStreetMap.org: <https://www.openstreetmap.org/search?query=Germany#map=4/50.46/27.77>

B) Die Flaggen - What flag belongs to which German-speaking country? If you need help, search the web.



Switzerland



Liechtenstein



Belgium



Germany



Austria



Luxembourg

**Worksheet 2 – Answer key**

1. Herr Lang: „Wie heißen Sie?“ – Frau Singer: „Ich heiße Singer.“
2. Herr Lang: „Guten Tag, mein Name ist Lang.“  
Frau Bechtel: „Wie bitte?“ -- Herr Lang: „Ich heiße Lang. L – A – N – G.“
3. Herr Özdemir: „Woher kommen Sie?“ -- Frau Grau: „Ich komme aus Deutschland.“
4. Herr Özdemir: „Wo wohnen Sie?“ -- Frau Grau: „Ich wohne in Hamburg.“
5. Dr. Berger: „Woher kommen Sie?“ -- Herr Lafontaine: „Ich komme aus Berlin.“
6. „Guten Tag, mein Name ist Leutheuser-Schnarrenberg.“ – Frau Kuh: „Wie bitte?“  
-- „Leutheuser-Schnarrenberg ist mein Name.“

**Worksheet 3 – Answer Key**

1. „Wie heißen Sie?“ -- Ich bin Lisa Faul. (Lisa Faul / bin / ich )
2. „Ich heiße Maier. Und [and] Wie heißen Sie?“ (Sie / wie / heißen / ?)  
-- „Mein Name ist Meindl (Meindl / Name / ist / mein)“
3. „Wo wohnen Sie?“ – „Ich wohne in Wien.“ (in Wien / ich / wohne)
4. „Was heißt ‚Tisch‘ auf Englisch?“  
(auf Englisch / heißt / was / ‚Tisch‘ / ?)  
-- „ ‚Tisch‘ heißt auf Englisch ‚table‘“
5. „Wo wohnen Sie?“ (Sie / wohnen / wo / ?)  
-- „Ich wohne in Berlin.“ (wohne / ich / in Berlin)

**Worksheet 4 – No Answer Key**

**Worksheet 5 – Answer Key**

A) Wie sagen [say] Sie auf Deutsch...?

1. The German equivalent for "Mr." & "Mrs." is.... Herr & Frau
2. How do you say in German: "My major is physics."? (physics = Physik)  
Mein Hauptfach ist Physik. (Physik ist mein Hauptfach.)

B) In formal address:

1. What is the German for "How are you?", in FORMAL address?  
Wie geht es Ihnen?
2. How do you ask for someone's name, in FORMAL address?  
Wie heißen Sie?
3. How do you ask where someone lives, in FORMAL address?  
Wo wohnen Sie?
4. How do you ask where someone is from, in FORMAL address?  
Woher kommen Sie?

C) Now the sentences from B in informal address...

1. Wie geht es dir? (Wie geht's?)
2. Wie heißt du?
3. Wo wohnst du?
4. Woher kommst du?



**Worksheet 6 – Answer key**

1. Paul wohnt (hören/ wohnen) in Österreich.
2. Ich heiße (heißen/ lernen) Lisa Fischer.
3. Woher kommen (studieren/ kommen) Sie?
4. Du wohnst (wohnen/ kommen) in Wien [Vienna].
5. Ich lerne (fragen/ lernen) Deutsch.
6. Die Nachbarin fragt (fragen/ lernen) eine [a] Frage.
7. Wo wohnst/studierst (studieren/ wohnen) du?  
– Ich wohne/studiere (studieren/ wohnen) in Amerika!
8. „Herr Schmidt, buchstabieren (buchstabieren/ kommen) Sie bitte Ihren [your] Namen!“  
– „Ich buchstabiere (buchstabieren/ kommen): S – C – H – M – I – D – T.“

**Worksheets 7-9: No Answer Keys****Worksheet 10 – Answer Key**

Find the 5 wrong verb forms and correct them. Verbs are underlined.

1. Ich heiße Paul Schmidt. Wie heißt Sie? → **Wie heißen Sie?**
2. Sarah ist Studentin. Sarah studieren Biologie. → **Sarah studiert Biologie.**
3. Ich bist auch Studentin. Ich studiere Chemie [chemistry]. → **Ich bin auch Studentin.**
4. Wir lernen Deutsch. Lernen ihr auch Deutsch? → **Lernt ihr auch Deutsch?**
5. Ich komme aus Deutschland und Paula kommt aus Österreich.
6. Mein Name ist Meindl. Ich buchstabierst: M-E-I-N-D-L. → **Ich buchstabiere**
7. Wir seid Studenten. Wir kommen aus Amerika. → **Wir sind Studenten.**

**Worksheet 11 – Answer Key**

The text is on the website of “Der Standard” – judging by the country domain at the end of the URL (like “.com” or “.edu”), from which country is “Der Standard”? - **Austria “.at”**

2. Look at the headline/text title: is the title...

describing the results of a study?  **asking the readers about their habits?**

3. First paragraph: what is the German word for “normal case”? **Normalfall**

4. Second paragraph: The text brings examples of formal vs. informal address. Check what you can find in the text (several answers possible):

addressing a police officer

**asking how someone is doing**

**Wie geht es Ihnen?**

**a regional greeting: “Grüß Gott”**

asking for someone’s name

5. Third paragraph: The text talks about the development in using formal address in the last centuries and decades. What are the words for

“century/ hundred years” = **Jahrhunderte** → **“Jahr” = year**    “decades/ tens of years” = **Jahrzehnte**

6. Third paragraph: Formality decreased after .....  **the end of aristocracy**                       the 1960s

7. Third paragraph: what is the German for “younger generation”? **jüngere Generation**

8. The bold printed section title: what is the German word for “hierarchy”? **Hierarchie**

9. Fourth paragraph: According to the text, the use of “Sie” can create .... (check all that apply)

professionalism

**distance**

**authority**

respect

**hierarchy**

10. Fifth paragraph: What is German for “communication on eye level”?

**Kommunikation auf Augenhöhe**



**Worksheets 13 – 15: No Answer Keys**

## Worksheet 17 – Answer Key

**I) Key words**

Complete this section before moving on to the other sections.

A) Which German words does the text use for:

1. onions	= Zwiebeln	11. hard roll	= Brötchen
2. salad	= Salat	12. beef	= Rind
3. Döner stand	= Döner-Bude	13. sauce	= Soße
4. 70s	= 70er-Jahren	14. to react	= reagieren
5. snack stand	= Imbiss	15. Turks	= Türken
6. economic factor	= Wirtschaftsfaktor	16. Arabs	= Araber
7. the first Döner-fair	= erste Dönermesse	17. per day	= pro Tag
8. billion Euros	= Milliarden Euro	18. tomato	= Tomate
9. working country	= Arbeitsland	19. chicken	= Hähnchen
10. meat	= Fleisch	20. vegetarian	= vegetarischen

**II) Details**

Below are statements about the text. Not everything mentioned in the statements is really said in the text. Find the **12 statements that are really mentioned** in the text and then **summarize briefly what the text says** (The statements follow the order of the text). – **Answer in English & provide some details/specifics.**

Statements – is this said in the text?	If mentioned in the text, WHAT is said in the text?
1. The text provides the name and age of the inventor of the Döner.	Kadir Nurman, 78-Jährig
2. He had a snack food stand in a German city.	in Berlin, Nähe Bahnhof Zoo [near Zoo train station]
<del>3. Even famous politicians ate at his food stand.</del>	<b>not mentioned</b>
4. Today, there are many Döner stands in Germany and many Döners are eaten every day.	16.000 Döner-Buden, rund drei Millionen Döner werden täglich verzehrt – 3 million Döner eaten every day

Statements – is this said in the text?	If mentioned in the text, WHAT is said in the text?

5. <del>Döner is mainly eaten in big cities.</del>	<b>not mentioned</b>
6. The Döner industry is a significant economic factor, in employment and turnover.	60.000 employees, 3.5 billion Euros turnover
7. The text names the street of the first Döner-stand in the early 70s.	Hardenbergstraße
8. <del>The street had many food stands selling sausages.</del>	<b>not mentioned</b>
9. Germans like fast food because they work a lot and want to eat fast.	“Germany is a work-country“ = Deutschland ist ein Arbeitsland, da wollen viele schnell im Laufen was essen.
10. <del>Germans want beer with their Döner.</del>	<b>not mentioned</b>
11. The original Döner had few ingredients.	meat, onions, green lettuce
12. Some ethnicities new Döner, but it was new for Germans.	Turks and Arabs knew it
13. He made a certain amount of Döner a day.	100 kilograms
14. New variations of Döner are described.	with chicken, vegetarian,
15. Many people live of making Döner, many eat it.	many Turks live of it, many millions eat it: = heute so viele Türken vom Döner leben und Millionen Menschen Döner essen.
16. <del>Most Döner meat is imported from Turkey.</del>	<b>not mentioned</b>
17. The inventor thinks that Döner prices today are too low for the number of ingredients included.	they cost 2.50 but should cost 5 Euros, because they contain bread, meat, tomato, lettuce, onions, sauce

### III) Follow-up

Answer in full sentences in German – the questions are about you!

1. Was ist Ihr Lieblingsessen?      Mein Lieblingsessen ist...
2. Was essen Sie nicht gern?      Ich esse nicht gern...

### **Worksheet 16 – Answer Key**

Wiener Schnitzel – so wird's gemacht

Wer in Wien Urlaub macht, sollte unbedingt Wiener Schnitzel bestellen. Das Restaurant Figlmüller ist seit über 110 Jahren auf die Zubereitung des Fleischgerichts spezialisiert. Chefkoch Markus Brunner zeigt sein Rezept.

SPRECHER: Wien – die Hauptstadt Österreichs. Berühmt für ihre Architektur und Geschichte, ihre Kultur und Musik, den Walzer und natürlich das Wiener Schnitzel.

Die Metzger der Stadt verraten gerne, welches Fleisch man für ein echtes Wiener Schnitzel braucht.

JOSEF KRÖPPL (Wiener Metzger): Kalb ist junges Rind, ist fettlos, praktisch fettlos und ist ganz ganz weich. Und das Original Wiener Schnitzel entstand vom, vom Milchkalb. Also das ist, es ist magerer und es ist weicher als [wie] Schwein.

SPRECHER: Die bekannteste Wiener Adresse für das berühmte Schnitzel ist das Restaurant Figlmüller, ein Familienbetrieb. Chefkoch Markus Brunner brät hier jeden Tag dutzende Schnitzel und weiß, dass es auf die richtige Vorbereitung des Fleisches ankommt.

MARKUS BRUNNER (Chefkoch Restaurant Figlmüller): Also zuerst wird's geschnitten und dann wird's vorsichtig geklopft. Weil eben Kalbfleisch ist extrem heikel, hat sehr viel Wasser, weil es ein junges Kalb ist. Und gerade beim Klopfen muss man extrem aufpassen, dass man wirklich nicht die Faserung zerstört, weil wirklich sonst das komplette Wasser rausgehen würde und die Schnitzel dann nicht mehr so schön soufflieren.

SPRECHER: Frische Eier, golden aufgeschlagen, und feine Semmelbrösel gehören ebenso zu den wichtigen Zutaten eines Wiener Schnitzels. Das Kalbfleisch wird leicht gesalzen und in griffiges Mehl getaucht. Anschließend in der Eiermasse und danach in den Semmelbröseln wenden.

MARKUS BRUNNER: Die Brösel werden jetzt nur vorsichtig angedrückt. Nicht zu stark!

SPRECHER: Nun wird das Fleisch in Butterschmalz gebraten. Dabei ist es wichtig, das Schnitzel ständig in Bewegung zu halten, damit es gleichmäßig braun wird. Sobald eine goldene Färbung erreicht ist, das Schnitzel aus der Pfanne nehmen und das Fett abtropfen lassen. MARKUS

BRUNNER: Eine Light-Variante wäre zum Beispiel, mit Rapsöl oder Sonnenblumenöl die Schnitzel rauszubacken. Wir verwenden Butterschmalz. Ein guter Tipp ist auch ein bisschen gemischt mit Sonnenblumenöl. Das hat den Vorteil, dass, wenn ich zu Hause das Schnitzel rausbacke, die ersten Schnitzel werden schön. Aber dann hast du diese schwarzen Punkte drinnen vom Butterschmalz, weil das Butterschmalz dann leicht verbrennt.

SPRECHER: Typische Beilage zum Schnitzel ist ein Kartoffelsalat. Bei Figlmüller nimmt man dafür eigene Kartoffeln, die von einem nahen Bauernhof kommen und regelmäßig geliefert werden. Chefkoch Markus Brunner hilft gerne mit. Zurück in der Küche laufen die letzten Vorbereitungen für das Wiener Schnitzel. Wie viele Portionen jeden Tag serviert werden, das bleibt Figlmüllers Geheimnis. Man verlässt sich auf seinen guten Ruf. Die Geschichte des Restaurants beginnt 1905 und lebt mittlerweile in vierter Generation. In einem Buch erklärt die Familie ihre Rezepte in anschaulichen Bildern – das Wiener Schnitzel ist natürlich auch dabei. Wer Kalorien zählt, bevorzugt vielleicht ein Wasser, aber Weißwein passt am besten. Und dann heißt es in Wien: „Guten Appetit!“

<https://www.dw.com/de/wiener-schnitzel-so-wirds-gemacht/l-45647160>

**Worksheet 17 – Answer Key****Interview mit dem Erfinder des Döners – Answer key****I) Key words**

Complete this section before moving on to the other sections.

A) Which German words does the text use for:

1. onions	= Zwiebeln	11. hard roll	= Brötchen
2. salad	= Salat	12. beef	= Rind
3. Döner stand	= Döner-Bude	13. sauce	= Soße
4. 70s	= 70er-Jahren	14. to react	= reagieren
5. snack stand	= Imbiss	15. Turks	= Türken
6. economic factor	= Wirtschaftsfaktor	16. Arabs	= Araber
7. the first Döner-fair	= erste Dönermesse	17. per day	= pro Tag
8. billion Euros	= Milliarden Euro	18. tomato	= Tomate
9. working country	= Arbeitsland	19. chicken	= Hähnchen
10. meat	= Fleisch	20. vegetarian	= vegetarischen

**II) Details**

Below are statements about the text. Not everything mentioned in the statements is really said in the text. Find the **12 statements that are really mentioned** in the text and then **summarize briefly what the text says** (The statements follow the order of the text). – **Answer in English & provide some details/specifics.**

Statements – is this said in the text?	If mentioned in the text, WHAT is said in the text?
18. The text provides the name and age of the inventor of the Döner.	Kadir Nurman, 78-Jährig
19. He had a snack food stand in a German city.	in Berlin, Nähe Bahnhof Zoo (near Zoo train station)
<del>20. Even famous politicians ate at his food stand.</del>	<b>not mentioned</b>
21. Today, there are many Döner stands in Germany and many Döners are eaten every day.	16.000 Döner-Buden, rund drei Millionen Döner werden täglich verzehrt – 3 million Döner eaten every day
<del>22. Döner is mainly eaten in big cities.</del>	<b>not mentioned</b>
23. The Döner industry is a significant economic factor, in employment and turnover.	60.000 employees, 3.5 billion Euros turnover



Statements – is this said in the text?	If mentioned in the text, WHAT is said in the text?
24. The text names the street of the first Döner-stand in the early 70s.	Hardenbergstraße
25. <del>The street had many food stands selling sausages.</del>	<b>not mentioned</b>
26. Germans like fast food because they work a lot and want to eat fast.	“Germany is a work-country“ = Deutschland ist ein Arbeitsland, da wollen viele schnell im Laufen was essen.
27. <del>Germans want beer with their Döner.</del>	<b>not mentioned</b>
28. The original Döner had few ingredients.	meat, onions, green lettuce
29. Some ethnicities new Döner, but it was new for Germans.	Turks and Arabs knew it
30. He made a certain amount of Döner a day.	100 kilograms
31. New variations of Döner are described.	with chicken, vegetarian,
32. Many people live of making Döner, many eat it.	many Turks live of it, many millions eat it: = heute so viele Türken vom Döner leben und Millionen Menschen Döner essen.
33. <del>Most Döner meat is imported from Turkey.</del>	<b>not mentioned</b>
34. The inventor thinks that Döner prices today are too low for the number of ingredients included.	they cost 2.50 but should cost 5 Euros, because they contain bread, meat, tomato, lettuce, onions, sauce

#### IV) Follow-up

Answer in full sentences in German – the questions are about you!

3. Was ist Ihr Lieblingsessen?      Mein Lieblingsessen ist...
4. Was essen Sie nicht gern?      Ich esse nicht gern...

**Worksheet 18 – Answer Key**

Lesen: „Currywurst geht immer“

**I) Key words**

Complete this section and compare with the answer key before moving on to the other sections.

A) Which German words does the text use for:

- |                           |                            |
|---------------------------|----------------------------|
| 1. goes                   | = geht                     |
| 2. per year               | = pro Jahr                 |
| 3. speaker                | = Sprecher                 |
| 4. onion                  | = Zwiebel                  |
| 5. French fries           | = Pommes (frites)          |
| 6. hard roll              | = Brötchen                 |
| 7. customer 1 (feminine)  | = Kundin 1                 |
| 8. with                   | = mit                      |
| 9. passerby (feminine)    | = Passantin                |
| 10. passerby (male)       | = Passant                  |
| 11. owner of “Kudamm 195” | = Inhaber Kudamm 195       |
| 12. pork                  | = Schweinefleisch          |
| 13. to eat                | = essen                    |
| 14. meat                  | = Fleisch                  |
| 15. seven                 | = sieben                   |
| 16. tomato                | = Tomate                   |
| 17. a culinary classic    | = kulinarischen Klassikern |

B) Deriving words

- The text uses the verb “verspeisen” – We now two nouns that contain “Speise”: “die Vorspeise” & “die Speisekarte” (see Lektion 3). What could the verb “verspeisen” mean?  
to eat
- The text uses the noun “Sprecher” – nouns ending on “-er” are usually derived from verbs (and then refer to a person or machine doing a certain action).  
a) From which verb is “der Sprecher” derived?                      sprechen = to speak

b) What does “der Sprecher“ mean? the Speaker

3. Verbs can be changed into nouns by capitalizing the word and adding the article “das”. For example: “trinken” (to drink) --> “das Trinken” (the drinking).

What does the noun “das Essen” mean? the food/ the eating

C) Three central words

Three words are very important for the topic of the text and appear frequently. Which German word does the text use for...

- 1. curry sausage = die Currywurst
- 2. fast  beliebt  schnell  Stück
- 3. snack  Imbiss  Stärkung  Zubereitung

II) Details

Below are statements about the text. Not everything mentioned in the statements is really said in the text. Find the 12 statements that are really mentioned in the text and then summarize briefly what the text says (The statements follow the order of the text).

Statements – is this said in the text?	If mentioned in the text, WHAT is said in the text?
1. Large numbers of curry sausage are eaten in Germany every year.	beliebtestes Gericht 850 million every year
2. Curry sausage is mainly eaten in cities like Berlin and Munich.	
3. Curry sausage is mainly served with one of two sides.	Es gibt sie mit Pommes oder mit einem Brötchen.
4. Customers and passerby explain why they like curry sausage.	is ne Legende, braucht man nach Shopping-Tour zur Stärkung, ist ideal, geht immer, Kundin 3: nicht gesund, aber schmeckt, gut im Urlaub
5. The food stand „Kudamm 195“ won an award for their curry sausage.	
6. The food stand „Kudamm 195“ uses a special sauce.	Ketchup oder scharfe Speziialsauce

7. The owner of “Kudamm 195” mentions one secret for good curry sausage.	taglich frisches Fett
8. The text mentions the number of snack food stands in Berlin.	500 Imbissbuden gibt es in Berlin.
9. A food stand in Berlin-Kreuzberg sells many sausages, always from the same type of meat.	600.000 Currywurste im Jahr, Schweinefleisch
10. Mainly locals eat curry sausage.	
11. A woman from Berlin holds a patent on a sauce for curry sausage.	Herta Heuwer lie die Sauce 1959 patentieren
12. The patent made the inventor very rich.	
13. There is a museum about curry sausage.	In Berlin, named “Deutsches Currywurst Museum“, Bianca Wohlfrohm works there
14. „Curry Queen“ uses various meat types and offers several sauces.	in Hamburg, Buffel und Kobe-Rind – sieben verschiedene Currys
15. „Curry Queen“ only serves rolls with the sausage.	
16. Celebrities have visited a traditional food stand in Eats Berlin.	Konnopke’s, since 1960s, Liza Minelli was there
17. A customer describes the meat used at Konnopke’s.	Das Fleisch ist super bei Konnopke.

#### IV) Text type & author’s perspective

Which statement describes the text best?

The text is a neutral report on a food item, show advantages and disadvantages. People are interviewed to show different viewpoints.

The text analyses a segment of the food industry and its economic impact.

The text wants to show why a food item is so popular. It focusses on positive aspects.

**Worksheets 19 and 20: No Answer Keys****Worksheet 21 – Answer Key**

☞ check answers with the answer key and make corrections. Ask your instructor or other students if you have questions after consulting the answer key.

**Hören****A) Vor dem Hören [before listening]**

Das Thema [topic] ist „Nikolaus“

Nehmen Sie die Vokabelliste für Lektion 6.

- |                            |  |   |                                     |
|----------------------------|--|---|-------------------------------------|
| 1. Der Nikolaus-Tag ist in | <input type="checkbox"/> November              | <input checked="" type="checkbox"/> Dezember  | <input type="checkbox"/> Januar     |
| 2. Die Jahreszeit [season] | <input checked="" type="checkbox"/> der Winter | <input type="checkbox"/> die Winter           | <input type="checkbox"/> das Winter |
| 3. Der Nikolaus bringt     | <input type="checkbox"/> Gift                  | <input checked="" type="checkbox"/> Geschenke | <input type="checkbox"/> Präsenz    |

Wie heißt das Modal-Verb? Use the modal verb „müssen“ in the correct form and select the correct verb for the ending of the sentence.

Nur brave [well-behaved] Kinder [children] bekommen Geschenke. Die Nikolaus-Regeln [rules]:

1. Alle Kinder [all children] müssen ihre Zimmer [rooms] aufräumen.
2. Du musst die Hausaufgaben [homework] machen.
3. Ich muss in der Schule gut lernen.
4. Wir müssen die Zähne [teeth] putzen.

**B) Hören**

First read the questions, then listen and answer. Try a few times, then use the transcript in the answer key to read along while listening.

1. Christmas heißt „Weihnachten“. Was heißt „pre-Christmas-time“? Was hören Sie?

„Ein wichtiger Bestandteil der  Frühweihnachtszeit  Vorweihnachtszeit  Festweihnachtszeit ist das Nikolausfest am 6. Dezember.“

2. Der historische Nikolaus ist der „ eilige  heilige  peinliche Nikolaus von Myra.“
3. Der historische Nikolaus lebt [lives]  im  vierten  fünften  sechsten Jahrhundert [century]
4. Der 6. Dezember ist der  Todestag [day of death]  Feiertag [holiday]  Namenstag [name's day]
5. Wann stellt [puts] man Stiefel [boots] vor die Tür [door]? Was kommt in die Stiefel?  
 „Am  Abend  Vorabend  Nikolausabend werden Stiefel vor die Tür gestellt, damit sie der Nikolaus mit  Bonbons  Leckereien  Süßigkeiten [candy] füllt.“
6. Nikolaus hat einen Begleiter [companion]. Der Begleiter ist regional verschieden [different].  
 In vielen [many] Regionen heißt der Begleiter  Knecht Ruprecht  Leberecht
7. Was soll [is supposed to] der Begleiter machen? [Kinder = children]  
 „Der soll unartigen [naughty] Kindern  Respekt  Disziplin einflößen [to instill into s.o.]
8. Früher [in the past] bekommen die Kinder am 6. Dezember die Weihnachtsgeschenke [Christmas gifts].  
 Was ist das Wort für „day of gift giving“?  
 „Der 6. Dezember war früher in Deutschland der  Geschenketag  Bescherungstag.“
9. Wo heißt Nikolaus „Sinterklaas“ und sein Begleiter ist der „swarze Piet“ [black Pete]?  
 „In den  Nachbarländern  Niederlanden und in  Belgien  Schweiz ist das noch immer so.  
 „Sinterklaas“ begleite vom „zwarte Piet“, dem „schwarzen Peter“, bringt den Kindern die Geschenke.“
10. Wo heißen die Begleiter [companions] von Nikolaus „Buttnmandl und Kramperl“?  
 „In  Süddeutschland  Norddeutschland und in  Österreich  Frankreich laufen am 5. und 6. Dezember ‚Buttnmandl‘ und ‚Kramperl‘ mit Sankt Nikolaus von Haus zu Haus....“

Schauen Sie das Video mit Buttenmandl und Kramperl in YouTube:

<https://www.youtube.com/watch?v=k-xsskiwi0k>

### **Worksheet 23 – Answer Key**

Die Currywurst gehört zu den beliebtesten Schnell-Gerichten der Deutschen. Pro Jahr werden rund 850 Millionen Stück verspeist. Die Berliner sind überzeugt davon, dass der Imbiss in ihrer Stadt erfunden wurde.

SPRECHER:

Der schnelle Imbiss für zwischendurch. Mit Zwiebeln, geschnitten oder in einem Stück: die Currywurst. Es gibt sie mit Pommes oder mit einem Brötchen.

KUNDIN 1:

Ein Muss, is' eine Legende.

KUNDIN 2:

Sehr gut!

PASSANTIN:

Nach 'ner langen Shopping-Tour braucht man was zur Stärkung, und da lieb ich Currywurst mit Pommes. Das ist ideal.

PASSANT:

Currywurst geht immer.

SPRECHER:

Der Imbiss „Kudamm 195“ in Berlin-Charlottenburg: Die Zubereitung geht schnell. Schneiden und würzen, dann Ketchup oder eine scharfe Spezialsauce darübergerben.

KLAUS-PETER BIER (Inhaber „Kudamm 195“):

Es wird gebraten, ständig gedreht. Täglich frisches Fett muss sein, wo die Wurst drin gebraten wird. Was für'n Fett, ist wieder ein Geheimnis. Jeder macht es anders. Wir haben unseres.

SPRECHER:

An die 500 Imbissbuden gibt es in Berlin. Rund 600.000 Currywürste im Jahr gehen allein an diesem Stand im Stadtteil Kreuzberg über die Theke. Die Currywurst besteht hier aus Schweinefleisch. Es gibt sie mit Darm und – eine Berliner Variante – ohne Darm.

DENNY REINHARDT (Imbissbude Curry 36):

Berlin schläft ja nich'. In Berlin is' immer wat los. Ob dat nun die Handwerker sin', die Touristen. Am, grad am Wochenende meine Kollegen bis morgens um fünfe, manchmal müssen sie bis halb sechse, sechse verkaufen. Und wenn sie dann am Saubermachen sin', kommen die Leute noch rin und sagen um halb sieben: Was denn, schon alles Feierabend? Wir haben Hunger. Wir haben Hunger.

KUNDIN 3:

Das ist zwar nicht das gesündeste Essen, aber es schmeckt, und wir sind im Urlaub, also warum nicht?

SPRECHER:

Die Berlinerin Herta Heuwer gilt als Erfinderin der Currywurst. Sie will als Erste mit Ketchup, Currypulver und Worcestershiresauce experimentiert haben. Ihre Sauce ließ sie 1959 patentieren. Das dokumentiert das Deutsche Currywurstmuseum in Berlin.

BIANCA WOHLFROMM (Deutsches Currywurst Museum):

Sie mischte im September 1949 verschiedene Zutaten zusammen und kreierte die Currywurst. Sie nannte ihren Verkaufsstand auch die erste Currywurstbraterei der Welt. Und so wird ihr die Erfindungsgeschichte eigentlich hier in Berlin auch zugesagt.

SPRECHER:

Aber auch das Ruhrgebiet und Hamburg beanspruchen, die Currywurst erfunden zu haben. Die Zubereitung variiert regional. So wurde der Hamburger Edelimbiss „Curryqueen“ schon mehrfach im Gourmetführer „Gault Millau“ erwähnt. Hochwertiges Fleisch vom Büffel oder auch Kobe-Rind wird hier fettarm gegrillt. Die Beilagen: grüner Salat oder hausgemachter Kartoffelsalat. Den Curry zum Würzen können sich die Kunden selber aussuchen.

BIANKA HABERMANN („Curry Queen“):

Wir haben sieben verschiedene Currys von ganz mild bis extrem scharf. Aber uns geht's natürlich viel mehr um die Aromen, weniger um die Schärfegrade. Es gibt eins mit Hibiskusblüte, was dann wirklich lilafarben is'. Das is' ganz toll, das essen Kinder auch gerne, weil das ganz mild is' und schön aussieht. Dann gibt's eins mit Vanille, es gibt eins mit Zitronengras. Dann gibt's so 'n ganz klassisches Curry mit Knoblauch-Ingwer.

SPRECHER:

Im Berliner Stadtteil Prenzlauer Berg ist man da nicht so wählerisch. An Konnopkes Traditionsimbiss begann schon 1960 – im damaligen Ost-Berlin – das Geschäft mit der Currywurst. Den Fleischhappen vom Pappteller probierten hier auch Prominente wie US-Star Liza Minelli.

WALTRAUD ZIERVOGEL (Imbissstube Konnopke):

Zu Ostzeiten gab es ja nur Tomatenmark, Tomatenpüree, Tomatenpaste, was man zugeteilt bekommen hat, und da ham wir uns von drüben 'ne Flasche Ketchup gekauft und dann ham wir so lange probiert, bis wir diesen Geschmack raushatten.

SPRECHER:

Ein Rezept, das seit Jahrzehnten gut ankommt:

KUNDE:

Das Fleisch ist super bei Konnopke, und ich finde, das auch wichtig, also gerade bei 'ner Currywurst, dann schmeckt sie auch richtig gut.

SPRECHER:

Ob in Berlin, Hamburg oder im Ruhrgebiet: Die Currywurst zählt in Deutschland zu den kulinarischen Klassikern.



**Worksheet 24 – Answer Key and Transcript****Answer key****I) Vor dem Hören – before listening**

Using the vocabulary lists for Lektionen 3 and 4 (in Canvas), translate the words/phrases:

1. “Was darf ich Ihnen bringen?“
- What is your name?
- What may I bring you?
- What can you recommend?

2. der Tee = tea
3. der Apfel = apple
4. der Käse = cheese
5. die Sahne = (whipped) cream
6. der Zucker = sugar
7. mit = with
8. ohne = without
9. die Dame = lady
10. der Herr = gentleman
11. zahlen = to pay
12. zusammen = together
13. getrennt = separate
14. passend = fitting, exact
15. das Kleingeld = small change

**II) Hören: im Café (coffee shop)**

Read the questions, then listen to the audio of the video “Kaffee und Kuchen” in Youtube (link in Canvas) – it has subtitles, so for this first step, please only listen, do not watch/read subtitles yet.

The situation: A woman and a man are in a coffee shop (actually sitting outside) and order. They are served by a waitress.

Part 1 -- Answer the questions about Audio part 1:

- The waitress greets with       Guten Morgen       Guten Tag       Guten Abend
- The woman wants a ...       chamomile tea       peppermint tea       Earl Grey tea
- The tea is not available, so she orders a ...Cappuccino...
- The man asks for cake. What cake is he order?  
 Apfelkuchen       Schokoladenkuchen       Käsekuchen
- What cake does the woman order?  
 Apfelkuchen       Schokoladenkuchen       Käsekuchen
- They want the cake       mit Sahne       ohne Sahne

Part 2 -- the waitress brings the cake and beverages

- The waitress addresses the customers with       Herr und Frau       Dame und Herr
- The woman asks for....       cream       milk       sugar

Part 3 -- paying

- The customers want to pay       separate       together
- The bill is...       2,20 Euro       11,20 Euro       12,20 Euro
- The waitress asks the man whether       he can pay by card       he has small change
- The man counts out the money he hands over. What numbers do you hear?  
5                              10                              11                              12                              13

**Transcript**

**Teil 1: Bestellen (0:15 – 0:58)**

Kellnerin: Guten Tag.

Frau: Guten Tag.

Mann: Hallo.

Kellnerin: Was darf ich Ihnen bringen?

Frau: Hmm, ich möchte einen Pfefferminztee.

Kellnerin: Pfefferminztee ham [haben] wir leider nich[t].

Frau: Okay, dann nehm´ ich einen Cappuccino.

Kellnerin: Mh.

Mann: Ich möchte bitte einen Milchkaffe. Haben Sie auch Kuchen?

Kellnerin: Ja, wir haben Käsekuchen und Apfelkuchen. Den Käsekuchen kann ich sehr empfehlen.

Mann: Gut, dann nehme ich ein Stück Käsekuchen.

Kellnerin: Okay, einen Käsekuchen – und für Sie auch einen Kuchen?

Frau: Mm, ich nehm´ ein Stück Apfelkuchen.

Kellnerin: Einmal Apfelkuchen, Cappuccino, einen Milchkaffee und einen Käsekuchen. Möchten Sie den Kuchen mit oder ohne Sahne?

Frau: Ohne, bitte.

Mann: Ohne.

Kellnerin: Gut, kommt sofort.

**Teil 2: Der Kuchen kommt (0:58 – 1:31)**

Kellnerin: So, für die Dame den Apfelkuchen und für den Herrn den Käsekuchen, Cappuccino und Milchkaffee.

Frau: Dankeschön.

Kellnerin: Guten Appetit.

Frau: Danke.

Mann: Vielen Dank.

Frau: Kannst du mir den Zucker geben?

Mann: Ja, gerne.

Frau: Danke.

Mann: Der sieht gut aus, finde ich.

Frau: Deiner sieht auch lecker aus.

**Teil 3: Bezahlen (1:31 – Ende)**

Mann: Entschuldigung!?

Kellnerin: Ja?

Mann: Wir möchten bitte zahlen.

Kellnerin: Ja.

Kellnerin: Getrennt oder zusammen?

Mann: Zusammen. Ich möchte dich einladen.

Frau: Danke.

Kellnerin: Das sind 12,20 Euro, bitte.

Mann: Ähm... 13.

Kellnerin: Oh, äh, ich habe leider kein Wechselgeld. Haben Sie vielleicht Kleingeld?

Mann: Einen Moment, da muss ich schauen.

Mann: Ah, ich hab's sogar passend.

Kellnerin: Sehr gut.

Mann: 5, 10, 11, 12, 13.

Kellnerin: Dankeschön. Dann vielen Dank und einen schönen Tag noch. Wiederseh'n!

Frau: Danke.

Mann: Danke, ebenso!