

Impuls Deutsch 2

Intercultural | Interdisciplinary | Interactive

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Overview: Scope and Sequence



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Chapter 1

Was war da los? Ost-West-Geschichte(n)

Units:

- 0: Willkommen (zurück)
- 1: Deutsche Geschichte(n)
- 2: Ost-West-Perspektiven zum 17.06.1953°
- 3: Geteiltes Berlin
- 4: Kindheit im Osten und Westen
- 5: „Zwischen uns die Mauer“
- 6: Ampelmann – Eine Ost-West-Geschichte°
- 7: Chancengleichheit?
- 8: Vertrags- und Gastarbeit in der DDR und BRD
- 9: Die Wende
- 10: Einheit?°
- 11: Wer wir sind
- 12: „Good Bye, Lenin!“ und „Das Leben der Anderen“
- 13: Projekt 1 – Ein Brief°

In this chapter, students will learn ...

- to ask and answer questions about meaningful events and people in the recent past.
 - to describe authentic historical images and to make assumptions about their meaning.
 - to understand and summarize the main ideas and a few supporting facts from texts about historical events.
 - to contrast ideological viewpoints presented in texts about historical events.
 - to ask for and provide information about specific historical events.
 - to understand a straightforward description, such as one of the architecture of the Berlin Wall.
 - to exchange biographical information on historical figures.
 - to visualize core information from texts through diagrams, drawings, etc.
 - to use their language to plan a presentation in a group.
 - to answer questions about, and to express their views on, longer literary texts, poems, and movie trailers.
 - to narrate events from the past in the Präteritum tense using strong, weak, and mixed verbs.
 - to read the dates of events using ordinal numbers and the temporal prepositions am, im, and um.
 - to form temporal clauses with the conjunctions wenn/als and bevor/während.
 - to talk about the distant past using the Plusquamperfekt tense and temporal phrases with the conjunction nachdem.
 - to talk about events in a structured way using the temporal prepositions vor, nach, von ... bis, and seit.
-
- about important dates and events of German post-war history.
 - about how school shapes the way we talk about historical events of divided Germany.
 - about people's attempts to escape from the GDR.
 - about youth organizations in East and West Germany and their social role.
 - about questions of gender equality in East and West Germany.
 - about the guest and contract worker programs in the GDR and FRG.

Highlights:

- Geschichte und Geografie Ost- und Westdeutschlands
- Medienwissenschaft und Geschichte: Ideologie und Neutralität
- Wahrheit in Medien und Geschichte
- Architektur und Technik der Berliner Mauer
- Reisefreiheit weltweit
- Musik-Ecke: „Sind so kleine Hände“ (Bettina Wegner)
- Literatur: „Zwischen uns die Mauer“ (Katja Hildebrand)
- Ampelmännchen aus aller Welt und Verkehrspsychologie
- Geschlechtergerechte Sprache
- Kulturpunkt: Queer in Deutschland
- Video-Ecke: Mauerfall
- Literatur: „grenzenlos und unverschämt“ (May Ayim)
- Die Einheit als ausgrenzendes Ereignis
- Linguistik: Regionalsprachen
- Erinnerungskultur

Grammatik:

- Temporale Präpositionen: im, um, am
- Präteritum
- Wiederholung (Wh.): Perfekt
- Temporalsätze: wenn, als, bevor, während
- Temporale Präpositionen: vor, nach,
- von ... bis, seit
- Ablaut-Muster
- Plusquamperfekt
- Temporalsätze: nachdem
- Aussprache: Rhythmus
- Wortstellung: Zeit vor Ort



Chapter 2

Wer würde sich trauen?

Achterbahnen und anderer Nervenkitzel

Units:

- 14: Auf dem Jahrmarkt
- 15: Oktoberfest – Damals und heute°
- 16: Freizeitparks
- 17: Parks und ihre Nachbarn
- 18: „Penny Pepper: Alarm auf der Achterbahn“°
- 19: Achterbahn – Made in D-A-CH-L
- 20: Schwerelos – Physik der Achterbahn
- 21: Design und Gestaltung
- 22: Geprüfte Sicherheit°
- 23: Hobbys und Berufe für Adrenalin-Junkies
- 24: Angst – Psyche und Körper
- 25: Das Leben ist eine Achterbahn
- 26: Projekt 2 – Ein Exposé°

In this chapter, students will learn ...

- to ask and answers questions about personal preferences, such as preferred rides and attractions in theme parks.
 - to give a presentation about the design of different theme park rides.
 - to read and understand the main plot elements of a fictional crime story.
 - to critically reflect on how fictional stories employ stereotypes in their depictions of different cultures.
 - to use their language to research information necessary to plan a trip to Germany.
 - to express how they would react in a scary situation and have a simple conversation about things one can be afraid of.
 - to ask and answer questions about the representation of different cultures in theme parks around the world and to reflect critically about cultural stereotypes inherent in such *Themenwelten*.
 - to express the ups and downs of their lives and state what they could have done differently.
 - to formulate polite requests within the context of debates about the environmental impact of theme parks.
 - to understand a simple recording of a person's biography and bring statements about the person's life into the correct order.
 - to understand the main points presented in non-fictional texts about topics such as accidents in theme parks.
 - to make comments of (dis)approval and suggestions using the subjunctive II mood with regular and modal verbs.
 - to express unreal wishes using the “Wenn ... doch/nur” and “Hätte ... doch” subjunctive II structures.
 - to talk about hypothetical situations in the past using the subjunctive II mood in the past tense.
 - to comfortably use adjective endings across cases and in their base (positive), comparative, and superlative forms.
 - to form conditional sentences with wenn in the subjunctive II mood.
- about *Schaustellerei* as a profession, as well as the pros and cons of such a lifestyle.
 - about the historical roots, facts and figures, and traditional customs of *Oktoberfest* in Munich and can critically reflect on the cultural stereotypes implicit to *Oktoberfest* culture.
 - about the history, physics and design of roller coasters.
 - about the accessibility of German theme parks and how they could be improved to make parks more accessible.
 - about the country of Liechtenstein: its history, culture, and economy.

Highlights:

- Kulturpunkt: Kirmes
- Design: Gestaltung von Freizeitparks und Themenwelten
- Ingenieurwesen: Werner Stengel und Innovationen
- Physik: Kraft, Beschleunigung, Energie
- Stereotype in Freizeitparks (Kulturberater)
- Video-Ecke: barrierefreie Freizeitparks
- Kulturpunkt: Ruhestörung
- Bürgerbegehren
- Literatur: „Penny Pepper: Alarm auf der Achterbahn“ (Ulrike Rylance)
- Liechtenstein
- Der TÜV
- extreme Berufe und Hobbys
- Psychologie und Medizin: Phobien
- Musik: „Achterbahn“ (Helene Fischer)
- Burnout: Vergleich und Perspektiven

Grammatik:

- Konjunktiv II: Wünsche
- Was ist der Modus bei Verben?
- Aussprache: das Ü
- Konjunktiv II der Modalverben
- Konjunktiv II: Ratschläge
- Konjunktiv II: höfliche Bitten
- Konjunktiv II: irrealer Wünsche
- Konjunktiv II der Vergangenheit
- Adjektivendungen (Wh.)
- Komparativ und Superlativ (Wh.)
- warum und weil (Wh.)
- Konditionalsätze mit wenn



Chapter 3

Wie wird das gemacht?

Die Schweiz als Herstellerin von Qualitätsprodukten

Units:

- 27: (Produkt)geografie der Schweiz°
- 28: Geschichte(n) der Schweiz
- 29: Globales Genf: Auf der Suche nach Fortschritt
- 30: Wie werden Schweizer Uhren hergestellt?°
- 31: Das Filmfestival in Locarno
- 32: Demokratie – Mit oder ohne Frauen?
- 33: Pharmazentrum Basel
- 34: Lärmverschmutzung in transkultureller Perspektive°
- 35: Schweizer Käse
- 36: Formvollendete Schokolade
- 37: Die vielsprachige Schweiz
- 38: Produktmarketing in vier Sprachen°
- 39: Produziert auf Rätoromanisch
- 40: Projekt 3 – Eine Produktvorstellung°

In this chapter, students will learn ...

- to describe the geographical location of the Swiss cantons using cardinal directions.
 - to ask and answer questions about major events from Swiss history.
 - to have a conversation about major Swiss industries and to easily understand, and answer questions about Swiss companies.
 - to follow written and spoken instructions describing processes for products such as Swiss watches, chocolate, and pharmaceuticals.
 - to have simple conversations about topics of personal interest, such as their opinion on noise pollution or how they experience time.
 - to use their language to research and talk about things they can do in different Swiss cities, such as Locarno, Geneva, and Basel.
 - to understand the main viewpoints of and a few supporting facts about political topics such as gender inequality.
 - to ask and answer questions about historical aspects of Swiss and other European film festivals.
 - to have a simple conversation about current voting rights issues from an intercultural perspective.
 - to formulate and express arguments for the benefits of bi- or multilingualism.
 - to understand the details of movie trailers and to give presentations about films they like.
 - to give a presentation based on factual information they have researched online about a variety of intercultural topics.
 - to use the passive voice to make statements that focus on processes and actions rather than agents.
 - to use the passive voice in different tenses, with or without prepositional phrases indicating the action's agent.
 - to use modal verbs in the passive voice in different tenses.
-
- about major Swiss inventions and their inventors.
 - about Swiss campaigns for and against women's suffrage.
 - about Swiss multilingualism and its role in the educational system as well as in product marketing.
 - about endangered languages and what can be done to save them from going extinct.

Highlights:

- Geografie und Geschichte: Schweiz
- politische Neutralität
- Kulturpunkt: Schweizer Banken
- Physik: CERN, Wissenschaftler*innen
- Mechanik: Uhren
- Zeit: kulturelles Verständnis und Sprichwörter
- Film: „Die göttliche Ordnung“
- Frauenstimmrecht weltweit
- Medizin: Krankheiten und Homöopathie
- Video-Ecke: Homöopathische Medizin
- Kulturpunkt: Drei-Länder-Grenzverkehr
- Internationaler Vergleich: akzeptabler und störender Lärm
- Lebensmitteltechnologie: Käse
- Fair Trade und Nord-Süd-Gefälle
- Geografie und Linguistik: Sprachgrenzen
- Linguistik: gefährdete Sprachen
- Rätoromanisch
- Musik-Ecke: „Veta“ (Astrid Alexandre)

Grammatik:

- Himmelsrichtungen (Wh.)
- Aktiv und Passiv
- Passiv: einen Satz bilden, Zeitformen, Präsens
- Passiv: Präteritum
- Passiv: Modalverben und Doppelinfinativ
- Passiv: das Agens
- Passiv: das unpersönliche Passiv
- Aussprache: Deutsch in D-A-CH-L



Chapter 4

Wie leben wir nachhaltig?

Kommunikation für die Zukunft unseres Planeten

Units:

- 41: Was ist Nachhaltigkeit?
- 42: Klimawandel°
- 43: Ich in der Umwelt
- 44: „Die Wolke“
- 45: Umweltbewegungen
- 46: Deutschland, grünes Vorbild°
- 47: Deutschland, grünes Vorbild?
- 48: Kommunikation
- 49: Was bewegt zu nachhaltigem Handeln?
- 50: Nachhaltigkeit im Uni-Alltag°
- 51: Projekt 4 – Eine Kommunikationsstrategie°

In this chapter, students will learn ...

- to ask and answer questions about the definition, causes, and effects of climate change.
 - to compare viewpoints about environmental activism with classmates and have conversations about their own carbon footprints.
 - to understand key information related to sustainability and to match it to visual and textual descriptors.
 - to understand information about an innovative product or project and why it reduces carbon emissions.
 - to answer questions about key information in informational texts about topics such as anti-nuclear energy movements.
 - to identify and describe fictional characters' emotional responses.
 - to talk about events that have had a strong impact on their lives.
 - to use their language to identify and communicate strategies to achieve a better work-life-balance.
 - to create textual and visual artifacts that encourage people in their lives to act more sustainably.
 - to give a presentation on topics they have researched, such as Green parties in different countries.
 - to use their language to exchange information that they have researched online.
 - to deal with the ambiguity inherent in interpersonal communication.
 - to use relative clauses in the nominative, accusative, dative, and genitive cases to elaborate on noun phrases.
 - to use idiomatic phrases to describe charts and tables.
 - to use the genitive case both with proper nouns and regular nouns to express possession.
 - to distinguish between genitive and the *von* plus dative construction to express possession.
 - to use masculine nouns that follow the "n-declension" in the accusative, dative, and genitive cases.
-
- about historical aspects of the German Green Party.
 - about the ramifications of climate change for wildlife and innovative German projects that promote sustainability.
 - about the "four-sides" communication model.
 - about issues of sustainability in the fashion industry.

Highlights:

- Video-Ecke: Nachhaltigkeit
- Klimawandel und Opfer des Klimawandels weltweit
- Klimawandel und soziale Medien
- ökologischer Fußabdruck
- Ernährung und Klimawandel
- eigene Gewohnheiten reflektieren
- Literatur: „Die Wolke“ (Gudrun Pausewang)
- Perspektiven zur Atomkraft
- Politik: Die Grünen
- Kulturpunkt: Streiken fürs Klima
- Stadtplanung und Ökologie: Subventionen und Bausteine
- Die Autobahn
- Kulturpunkt: Umweltfreundlich deutsch
- Kommunikation: Das Vier-Seiten-Modell
- Musik-Ecke: „Welt der Wunder“ (Marteria)
- nonverbale Kommunikation weltweit
- (kulturelle) Missverständnisse
- Medien und Ökologie: Nachhaltigkeitskommunikation

Grammatik:

- Relativsätze (Wh.)
- Kasus und Relativsätze: Nominativ (Wh.)
- Kasus und Relativsätze: Akkusativ (Wh.)
- n-Deklination
- Redemittel: Statistiken und Diagramme
- Kasus und Relativsätze: Dativ (Wh.)
- Genitiv: Namen
- Genitiv: Nomen
- Redemittel: Bildbeschreibung
- Genitiv oder von + Dativ
- Relativsätze: Genitiv
- Aussprache: das R
- Genitivpräpositionen
- Übersicht: Präpositionen und Kasus



Chapter 5

Wer sind wir? Deutsch in Plural

Units:

- 52: Prominente
- 53: Woher kommen wir?
- 54: Diaspora
- 55: Was erzählt unsere DNA?°
- 56: Ein Krieg gegen Heterogenität und seine Folgen
- 57: Madgermanes
- 58: Grenz-Identitäten°
- 59: Flucht, Ankunft, Kunst
- 60: „Tatort DaF“ (Teil 1)
- 61: Was sprechen wir?
- 62: Kulinarische Einflüsse°
- 63: Heimat in der Musik
- 64: Projekt 5 – Eine Biografie°

In this chapter, students will learn ...

- to understand a simple recording of a person's biography and bring statements about the person's life into the correct order.
 - to give a creative presentation about a famous German person based on online research.
 - to understand the main ideas of statistics and graphics about cultural topics, such as migratory movements.
 - to exchange information about groups in diasporas and to have a simple conversation about their experiences.
 - to understand personal stories dealing with questions of identity and the diaspora.
 - to understand and compare key information in texts about myths and facts about biology and race.
 - to identify essential information about discrimination, persecution, and genocide in the Third Reich.
 - to describe a linguistic map of the German Empire and a map of expulsion and compare the two.
 - to understand accounts reflecting on questions of identity in border regions.
 - to recognize words and structural patterns in Plattdeutsch, Kiezdeutsch, and Yiddish, and to understand their meaning.
 - to understand informational texts about intercultural issues, such as the cultural role of different food dishes.
 - to use their language to talk about how certain food dishes differ in their preparation in different countries.
 - to ask and answer questions about the concept of Heimat across different languages and what it means to them.
 - to distinguish German nouns in the nominative, accusative, and dative cases, and also to replace nouns with pronouns.
 - to understand basic rules about the sequencing (time-manner-place) of elements in the middle field of a German sentence.
 - to understand the sequencing of accusative (direct) and dative (indirect) objects in the middle field of a German sentence.
 - to form W questions, as well as yes/no questions, about a broad range of topics.
- about how artists engage with the topic of migration, flight, and expulsion.
 - about the socio-political connotations of non-standard German language varieties.
 - about the different phases people go through when they experience culture shock.
 - about the Madgermanes, former Mozambican contract workers in the GDR.

Highlights:

- Geschichte: Einwanderung (Statistiken)
- Identitätsdimensionen
- Genetik: DNA und Vererbung
- Mythen und Fakten über *race*
- Geschichte: Pluralität im Kaiserreich, NS-Zeit, Vertreibungen
- Kulturpunkt: Jüdisches Leben in Deutschland
- Jüd*innen im Nachkriegsdeutschland
- Minoritäten und ihre Sprachen
- Dialekte, Jiddisch, Kiezdeutsch
- Kulturtheorie: Kulturschock
- Mosambik und Namibia, DDR und Afrika
- Geografie und Politik: deutschsprachige Länder und Grenzen
- Politik: Flucht im Jahr 2015
- Video-Ecke: Pass.Worte
- Multikulturelle deutsche Küche
- Musik-Ecke: „Orient Express“ (Eko Fresh), „Berlin Berlin“ (Alpa Gun)
- Kulturpunkt: Heimat

Grammatik:

- Kasus: Nominativ, Akkusativ, Dativ (Wh.)
- Pronomen (Wh.)
- Wortstellung: das Mittelfeld
- Wortstellung: Dativ + Akkusativ
- Relativpronomen (Wh.)
- W-Fragen und ja/nein-Fragen (Wh.)
- Aussprache: W oder F
- Redemittel: Essen



Chapter 5

Wer sind wir? Deutsch in Plural

Units:

- 52: Prominente
- 53: Woher kommen wir?
- 54: Diaspora
- 55: Was erzählt unsere DNA?°
- 56: Ein Krieg gegen Heterogenität und seine Folgen
- 57: Madgermanes
- 58: Grenz-Identitäten°
- 59: Flucht, Ankunft, Kunst
- 60: „Tatort DaF“ (Teil 1)
- 61: Was sprechen wir?
- 62: Kulinarische Einflüsse°
- 63: Heimat in der Musik
- 64: Projekt 5 – Eine Biografie°

In this chapter, we foreground the following 43 biographies. Students will encounter these biographies in written or audio texts or research them themselves, and then talk or write about them.

- Anton Wilhelm Amo
- Elyas M'Barek
- Daniel Brühl
- Sawsan Chebli
- Leo Clasen
- Max Czollek
- Yared Dibaba
- Lucia Engombe
- Helene Fischer
- Ulrike Folkerts
- Mark Forster
- Anne Frank
- Mario Götze
- Olga Grjasnowa
- Ali Güngörmüs
- Sarah Henke
- Olivia Jones
- Hiwa K
- Florence Kasumba
- Sibel Kekilli
- Angelique Kerber
- Alexandra Maria Lara
- Hans J. Massaquoi
- Nelson Müller
- Hanan Hamdi (Namika)
- Marcel Nguyen
- Patrick Owomoyela
- Cem Özdemir
- Mesut Özil
- Kim Petras
- Maya Saban
- Reyhan Şahin
- Celia Šašić
- Rafik Schami
- Wolfgang Schäuble
- Hella von Sinnen
- Saša Stanišić
- Margarete Stokowski
- Christine Urspruch
- Ai Weiwei
- Klaus Wowereit
- Birgit Weyhe
- Ranga Yogeshwar



Chapter 6

Wie unterhalten wir uns? Alte und neue Medien

Units:

- 65: Heute im Radioprogramm
- 66: Podcasts°
- 67: „Tatort DaF“ (Teil 2)
- 68: Nachrichtenmedien
- 69: Serienmarathon
- 70: „Tatort“ – Eine Leidenschaft°
- 71: Inklusives Fernsehen transnational
- 72: „Tatort DaF“ (Teil 3)
- 73: Im Kino
- 74: Tanz und Performance°
- 75: Postmigrantisches Theater
- 76: Virtuelle Realitäten
- 77: „Tatort DaF“ (Teil 4)
- 78: YoloCaust°
- 79: Projekt 6 – Ein Medienbeitrag°

In this chapter, students will learn ...

- to understand excerpts from a radio interview and to identify the major points that were discussed.
 - to have simple conversations about past experiences and to elaborate on them when asked by others.
 - to express their opinions about podcasts and to state to which podcasts they (don't) enjoy listening.
 - to give a presentation based on a structured outline of ideas, such as a storyboard for a podcast.
 - to talk about what news outlets they frequent and why, and to reflect about the outlets' political positions.
 - to ask and answer questions about news articles that deal with past events.
 - to write about current events on their campus.
 - to have simple extemporaneous conversations about their favorite TV shows and to express why they like them.
 - to understand and compare information about progressive and traditional TV shows in Germany and the US.
 - to plan a trip to the movie theater and present their plans to others.
 - to understand the main content and some details of plays based on short plot descriptions.
 - to ask and answer questions about their and others' interest in computer games.
 - to read a graded reader crime story independently over a period of multiple weeks.
 - to summarize the plot of fictional texts and talk about the most important events of the story.
 - to talk and write about events in the past, present, and future and seamlessly move between different tenses.
 - to express purpose with um ... zu clauses.
 - to use temporal adverbs to connect sentences logically both in speaking and writing.
- about different German news outlets and their ideological orientation in comparison to U.S. media.
 - about queer representation in German and American TV shows.
 - about the cultural significance of different dances, as well as their cultural and geographic origins.
 - about the role of AR in computer gaming.
 - about the ethical limits and pitfalls of social media.

Highlights:

- Tontechnik: Equipment für Audioaufnahmen
- deutschsprachige Podcasts
- Nachrichtenquellen
- Wahrnehmung von Medien
- Literaturgenre: Filmkritik
- Einschaltquoten im Vergleich
- LGBTQ+ und andere Repräsentation im Fernsehen
- Kulturpunkt: Deutscher Humor
- Technik: Synchronstimmen
- Kulturpunkt: Ostdeutsche Filmproduktion
- Musik-Ecke: „Sie kann nicht tanzen“ (Jan Delay)
- postmigrantisches Theater
- Augmented Reality
- Videospiele weltweit

Grammatik:

- Verbzeiten: Überblick
- Verben: Vergangenheitsformen
- Perfekt (Wh.)
- Finalsätze: um ... zu (Wh.)
- Präteritum (Wh.)
- Präsens (Wh.)
- Modalverben (Wh.)
- Aussprache: das H
- Verben: Zukunftsformen
- Futur I (Wh.)
- Temporale Adverbien
- Redemittel: Stimmen beschreiben

Chapter 6

Wie unterhalten wir uns? Alte und neue Medien

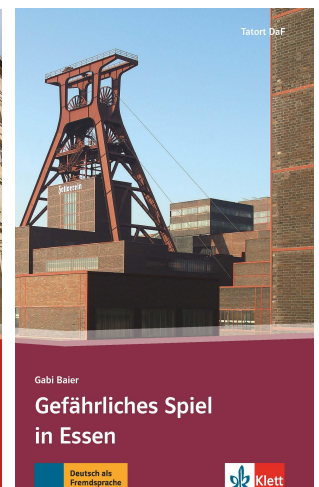
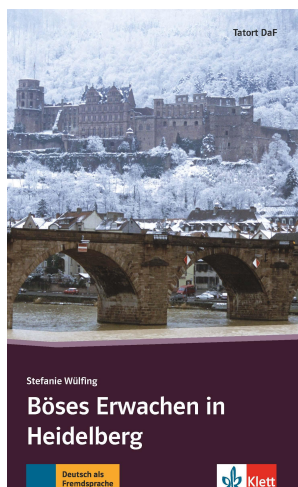
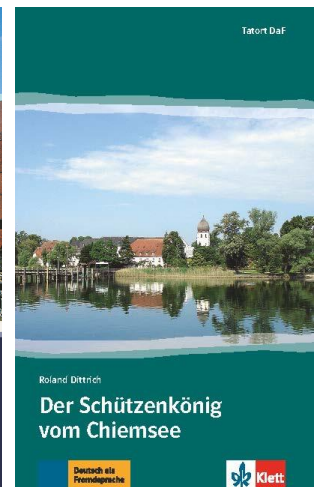
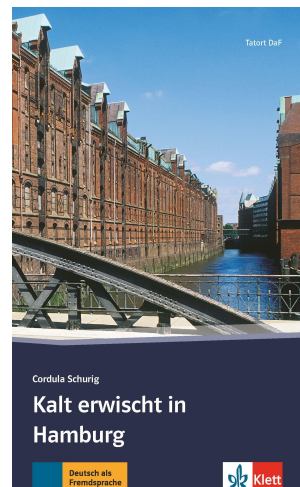
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- 78: YoloCaSt°
- 79: Projekt 6 – Ein Medienbeitrag°



In this chapter, students select one out of six suspenseful “Tatort DaF” Krimis, which they read over the course of the chapter. Each student will receive a discount code for 50% off an online reader. The discount code will be included with the purchase of the Course Book (MACHEN) in any format.

Extensive reading gives students the chance to read longer pieces, which they choose and which they can read at their own speed. One significant benefit of extensive reading is that it strengthens vocabulary. When learners read a lot, they encounter words and lexical patterns in new contexts which allows them to develop an awareness of collocations. Furthermore, extensive reading is a fun way to see grammar used in context, and how it communicates meaning in different contexts. Extensive reading also helps learners to build reading speed and reading fluency. Lastly, and probably most importantly, extensive reading helps learners to build confidence and to increase their motivation for further language learning. In order to give learners a chance to also talk about their books with others, we have included a set of scaffolded exercises in LERNEN and ZEIGEN, and four units in MACHEN, in which learners share their extensive reading experience with others.





Chapter 7

Wofür/Wogegen sind wir?

Protest, Widerstand, Mitbestimmung

Units:

- 80: Unsere Stimmen auf dem Campus
- 81: Karneval Kontrovers
- 82: Widerstand im Dritten Reich
- 83: Die 68er: Jugend protestiert°
- 84: Automatisierung: Protestieren oder mitbestimmen?
- 85: Street Art
- 86: Mit Möhren gegen Koloniale Spuren
- 87: Afrodeutscher Aktivismus°
- 88: Über Erinnerung stolpern
- 89: #MeTwo
- 90: Was darf Comedy?°
- 91: Projekt 7 – Eine Petition°

In this chapter, students will learn ...

- to have simple conversations about controversial opinions and to state whether or not they agree with them.
 - to understand short informational texts about different forms of protest and activism communicated during *Karneval* in Germany.
 - to express and support an opinion about which (future) technologies will have the greatest influence on their life.
 - to connect biographical information about famous resistance fighters into paragraph-length biographies.
 - to read a text about the 68er student movements in different countries.
 - to write a letter processing historical information, such as the transnational 68er movement, through a string of connected sentences.
 - to compose short argumentative texts, such as a proposal for a street art project.
 - to understand the main message of social media posts dealing with contentious issues, such as the #MeTwo campaign.
 - to compose short messages that express their viewpoint about social issues that are important to them.
 - to read a poem and to identify its main topics and perspectives.
 - to compose connected sentences comparing different forms of public commemoration of victims of the Holocaust.
 - to connect sentences with *weil*, *da*, and *denn* to give reasons for doing something.
 - to express and elaborate on opinions with *dass*-clauses.
 - to present contrasting information by connecting sentences with *aber* and *sondern*.
 - to express counter-arguments by using *obwohl*-clauses.
 - to write short texts in different argumentative and descriptive genres.
 - to use idiomatic verb-preposition combinations.
 - to use *da*- and *wo*-compounds as a replacement for prepositional phrases.
-
- about the 1968 student movements from a transnational, intercultural perspective.
 - about Afro-German activists and organizations that do anti-racist work in Germany.
 - about the *Stolpersteine* project and its transnational importance for remembering the victims of the Holocaust.
 - about names of places and people related to colonialism.

Highlights:

- Pro- und Kontra-Perspektiven
- Karneval/Fasching/Fastnacht
- Kulturpunkt: Kölle
- Geschichte: Die Weiße Rose
- Video-Ecke: Straßennamen
- Musik-Ecke: „Die letzte Schlacht gewinnen wir“ (Ton Steine Scherben)
- 68er als transnationale Bewegung
- Kulturpunkt: Protestieren für den Frieden
- Gewerkschaften, Streiken und Mitbestimmen
- Graffiti und Street Art, Kunstgeschmack
- Geschichte: Kolonialismus, soziale Medien und Protest
- Rassismus im öffentlichen Raum und in der Literatur
- Literatur: „afro-deutsch I“ (May Ayim)
- Organisationen für Schwarze Deutsche
- Arten des Gedenkens
- soziale Medien, #MeToo, #MeTwo
- Wahrnehmung von und Perspektiven zu Humor

Grammatik:

- Verben mit Präpositionalobjekt: *für/gegen*
- Sätze verbinden: Überblick
- Kausalsätze: *da*, *weil*, *denn*
- Sätze verbinden: *und*, *oder*
- Verben mit Präpositionen: *an*, *auf*, *über*
- Verben mit Präpositionalobjekt: Dativ
- Sätze verbinden: *aber*, *sondern*
- Komparativ und Superlativ (Wh.)
- *Da*- und *wo*-Komposita Wh.)
- Sätze verbinden: *dass*
- *Da*-Komposita mit *dass*-Sätzen
- Sätze verbinden: *obwohl*
- Sätze verbinden: *Adverbien*
- Aussprache: *der ng/nk-Laut*



Chapter 8

Was prägt uns?

Transatlantische Beziehungen und Einflüsse

Units:

- 92: Kultur: Was ist das eigentlich?
- 93: Auf nach Nordamerika
- 94: Auf nach Europa
- 95: Die Faszinationen mit dem „Wilden Westen“
- 96: Musikalische Einflüsse aus Nordamerika
- 97: Sprachliche Einflüsse aus D-A-CH-L
- 98: Politik im Vergleich°
- 99: Sport im Vergleich
- 100: Bildungswesen im Vergleich
- 101: Grenzüberschreitender Wissenschaftsaustausch°
- 102: Impulse für Ihr Leben
- 103: Projekt 8 – Ein Forschungsprojekt°

In this chapter, students will learn ...

- to ask and answer questions about people from German-speaking countries who emigrated to the United States and Americans who emigrated to the German-speaking countries.
- to have a simple conversation about why people might emigrate to a different country.
- to use their language to talk about what products, practices, and perspectives shape their understanding of their own culture.
- to talk about the use of German words in the English language.
- to make speculative statements about the stigmatization of the German language in the US.
- to give a presentation about important cultural locations, like "Audre Lorde's Berlin."
- to reflect on cultural stereotypes about Germany and the US and how they get reinforced through popular culture.
- to understand information about the influence of American music on German music.
- to have a simple conversation about the role of nationalism and patriotism in sports.
- to write about the differences between the German and American educational systems.
- to speak and write about their educational experiences thus far.
- to exchange information about different German political parties and their agendas.
- to reflect on differences between the German and American electoral systems.
- to reflect on how their experience of learning German has thus far shaped their personally.

- about important dates of German migration movements to the United States.
- about projects and organizations that foster transatlantic exchange in scientific research.
- about different theoretical models of "culture."
- about the history of German newspapers in the United States.
- about basic linguistic features of Pennsylvania Dutch and Texas German.
- about the German political system and how it compares to the American system.

Highlights:

- Kulturdefinitionen, -dimensionen, -standards
- Musik-Ecke: „Die Amerikaner“ (Bodo Wartke)
- Geschichte: Auswanderung nach Nordamerika
- Modelle von Akkulturation
- Video-Ecke: Auswanderung
- Kulturpunkt: Kirchen
- Musik: Die Oper und Kultursubventionen
- Literatur/Film: Karl May, Ost-Western, Western aus indigener Perspektive
- kulturelle Aneignung, kulturelle Sensibilität
- Musik: Harlem Hellfighters, Musicals
- Linguistik: Texas German und Pennsylvania Dutch
- Kulturpunkt: Deutsches Englisch
- Politik: Wahlsysteme und Werte in Politik und Gesellschaft
- Sport: Olympia, Organisation von Sport vergleichen
- Bildungspolitik: Schulsysteme und Perspektiven zur Bildung
- Astronomie und Wissenschaft: NASA
- Lernstrategien und lebenslanges Lernen

Grammatik:

- Adjektive: prädikativ und adverbial
- Positiv, Komparativ und Superlativ
- Kausal- und Finalsätze (Wh.)
- Nomen spezifizieren: Überblick
- Adjektivendungen (Wh.)
- Partizip I als Adjektive (Wh.)
- Partizip II als Adjektive
- Genitiv als Attribut
- Präpositionalphrasen
- Aussprache: Satzakzent
- Adjektivbildung mit Suffixen
- Appositionen