

Impuls Deutsch 1

Intercultural | Interdisciplinary | Interactive

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Overview: Scope and Sequence



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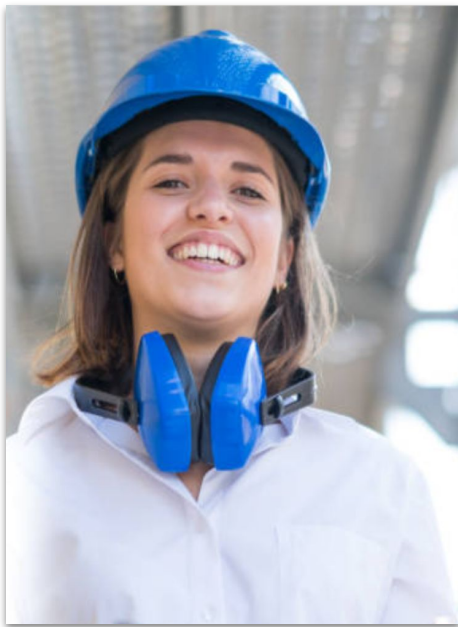
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Chapter 1

Wer bin ich?: Heute und in 10 Jahren

Units:

- 1: MOIN!
- 2: Woher kommst du?
- 3: N-A-M-E°
- 4: Zahlen
- 5: Nein
- 6: Berufe
- 7: Interviewen, Analysieren, Visualisieren, Präsentieren°
- 8: Mein Umfeld
- 9: Familie
- 10: Kein
- 11: Tatjanas Familie°
- 12: Negationsdurcheinander
- 13: Die Allerbesten Freunde°
- 14: PROJEKT 1 - Ein Blogbeitrag°

In this chapter, students will learn...

- to greet people with greetings appropriate for different times of the day.
- to distinguish between the informal and formal address, and to use them in appropriate scenarios.
- to say their name and ask others what their names are.
- to express where they are from and where they currently live. They will learn to ask others for the same information.
- to tell others what their majors and minors are, and to ask other people what they study.
- to ask others what languages they speak, and to express what languages they know.
- to spell words in German and write down words spelled by other people.
- to count in German up to 1,000, and to solve simple math problems.
- to express things that they like and don't like doing, using *gern/nicht gern*.
- to ask others what their hobbies are and what they like and don't like doing.
- to ask others what their jobs are, and to state their job as well.
- to negate sentences with *nicht* and *kein*.
- to talk about important people in their life, including their family and circle of friends/acquaintances.
- to describe relationships between people (e.g. mother -- son; stepmother -- daughter, etc.).
- to visualize information gathered after asking questions about someone's life.
- to give short oral presentations, sharing information gathered after asking questions about someone's life.
- to write short texts about themselves and others, their personal information, occupation, likes and dislikes.
- to express how old and how tall they are, and to ask others for the same information.
- about the German words for the most common majors and minors at their institution.
- about the metric system and its differences from the U.S. standard.
- about the German feminine and masculine terms for the most common jobs/professions.
- about vocabulary necessary to refer to objects in a university classroom.
- about how to research the distance between different German cities and express the distance in kilometers.

Grammar:

- Personal Pronouns
- Conjugating Verbs in the Present Tense
- What's your Name? The Verb *heißen*
- *du* and *ihr* vs. *Sie*
- Where are you from? - The Verb *kommen*
- Where do you live? - The Verb *wohnen*
- The Verb *sprechen*
- What are you studying? - The Verbs *studieren* and *lernen*
- The Verb *sein*
- Negation with *nicht*
- Statement vs. Word-Question vs. Sentence Question
- The Little All-Purpose Adverb *gern / gerne*
- Definite Articles (singular): *der, die, das*
- The Indefinite Articles *ein, eine*
- Possessive Adjectives in Nominative
- The Verb *haben*
- Negation with *kein*

Information:

- Having a One-on-One Conversation
- *Kulturpunkt*: Shaking hands
- Countries - Nationalities - Languages
- Talking about someone else
- *Kulturpunkt*: The four languages of Switzerland
- The Alphabet
- Gender-neutral Pronouns
- Numbers: Periods vs. Commas
- The Metric System
- Cultural Geography
- Gender
- *Kulturpunkt*: Friends and Acquaintances
- Expressing Distance and Time from One Place to Another
- Migration
- *Aussprache*: Intonation



Chapter 2

Was ziehe ich an?: Wetter und Klimawandel

Units:

- 15: Mein Tag
- 16: Kleidung
- 17: Das Wetter
- 18: Kunst und Wetter
- 19: Ich packe meinen Koffer°
- 20: Passende Kleidung
- 21: Das Jahr
- 22: Größer oder Kleiner? Wärmer oder kälter?
- 23: Skifahren oder Schwimmen?°
- 24: Naturkatastrophen°
- 25: Kunst und Klimawandel
- 26: PROJEKT 2 - Eine Mini-Ethnographie°

In this chapter, students will learn...

- to read and interpret timetables for trains and other forms of transportation.
- to tell time both formally and informally, and ask others about the current time.
- to talk about their daily routine and ask others what they do on a normal day.
- to read a class schedule of a German university student and talk about their own schedule.
- to identify and name pieces of clothing and describe what they and others wear.
- to use verbs with stem vowel changes.
- to express likes and dislikes about clothing choices using the verb *mögen*.
- to describe selected works of art in simple language.
- to use comparative and superlative forms in order to make comparisons.
- to observe their surroundings, take notes, and reflect on how climate conditions affect clothing choices in their community.
- about how to read a weather map and talk about the weather more generally.
- about conversion from F to C and vice versa.
- about the structure of a simple poem.
- about different holiday traditions in different geographical, cultural, and religious contexts.
- about the connections between art and climate change and how activists in German-speaking countries bring the two together.

Grammar:

- Separable-Prefix Verbs
- The Verb *tragen* and Stem-Vowel Changing Verbs
- Talking about Direct Objects (Accusative Case)
- Adjectives without Endings
- Pronouns in the Nominative and Accusative case
- Answering Time-Related Questions with *um, im, am, von.. bis* and *für*
- Talking about a Date Using Ordinal Numbers
- Making Comparisons: Comparative and Superlative

Information:

- Asking for the Time
- Telling Time: Official Time
- Telling Time in everyday Situations (Colloquial Time)
- *Kulturpunkt*: Being on time
- Talking about the Weather
- Fahrenheit and Celsius
- How often do you do that?
- *Kulturpunkt*: Clothes make people
- My schedule at the university
- *Aussprache*: Long and short vowels



Chapter 3

Was ist da drin?: Lebensmittel unter der Lupe

Units:

- 27: Internationale Küche
- 28: Wochenmarkt
- 29: Das is(s)t die Welt°
- 31: Was ist drin?
- 32: Lebensmittel-Ampel°
- 33: Im Restaurant
- 34: Rezepte
- 35: Unser Gutes Brot
- 36: Lebensmittelchemie°
- 37: Molekularküche
- 38: Ernährungsweisen
- 39: PROJEKT 3 - Eine Umfrage°

In this chapter, students will learn...

- to order food in restaurants and cafes in a polite way using modal verbs.
- to express their food and dietary preferences using *gern, lieber, am liebsten*.
- to recognize and form the plurals of most German verbs, and to identify patterns of plural formation.
- to identify which prepositions are followed by the accusative case, and to use them in the proper context.
- to compile grocery lists based on recipes.
- to understand where to shop for groceries, produce, vegetables, etc. in different types of stores.
- to interact with store clerks when they need help finding a certain product.
- to follow directions from a recipe, as well as give others directions based on a recipe.
- to give commands both formally and informally using the imperative mood.
- to read food labels in German.
- to conduct a survey about dietary preferences and eating habits, and to present the results in an effective way.
- about dishes from international cuisines, and understand how food culture is representative of culture at large.
- about local food options in German-speaking cities through websites like Yelp.
- about where people in German-speaking countries buy their groceries.
- about different types of diets and the vocabulary to distinguish between those diets.
- about policies and laws in the European Union that regulate the labeling of food items.
- about the health effects certain food products have, and how to distinguish between different diets.
- about accepted norms and practices of food consumption in their own country.
- about basic chemical processes that are crucial for food production.
- about basic principles of molecular cuisine, and which avenues it opens up for cooking in the future.

Grammar:

- Talking about your Favorite Meals using *gern, lieber and am liebsten*
- Plurals
- The Modal Verbs *können, wollen and mögen*
- Polite requests with *möchten and hätten*
- Prepositions Taking Accusative Objects
- *sollten*
- *warum and weil*
- Formally Giving Commands, Directions, Suggestions and Advice
- Informally Giving Commands, Directions, Suggestions and Advice

Information:

- Reading German menus
- *Es gibt*
- German Words for Fruits and Vegetables
- *Kulturpunkt*: Vegetable Season
- The Five Basic Tastes
- Useful Phrases for Discussing Food
- Quantities and Packaging
- Useful Phrases for Shopping
- Your Personal Food Pyramid
- Comparing Food
- In the Restaurant
- *Kulturpunkt*: Food diversity in Germany
- Things you can do to food
- The periodic table of elements
- *Aussprache*: The Ö



Chapter 4

Wie optimiere ich mein Leben?: Schlanke Produktion für Haus und Alltag

Units:

- 40: Haus, Wohnung oder Schloss?
- 41: Chaos in der Küche
- 42: Das Verrückte Haus
- 43: Bauhaus°
- 44: Unser Traumhaus
- 45: Gefahren im Haus
- 46: Ein Tag im Leben
- 47: An der Uni
- 48: In der Bibliothek°
- 49: Das ideale Workout
- 50: Schlanke Produktion°
- 51: PROJEKT 4 - Eine Party planen°

In this chapter, students will learn...

- to express preferences about their ideal housing situation.
- to read statistics about housing preferences in Europe and the U.S.
- to describe the location of objects in different rooms of a house, using two-way prepositions in the dative.
- to explain where to put objects in order to optimize their storage, using two-way prepositions in the accusative.
- to describe different objects in their house and name them.
- to talk about potential dangers in a house, and how to avoid them.
- to describe their daily routine using reflexive verbs, and ask others about their daily routine.
- to talk about a normal day in college, using subordinate clauses with *weil*.
- to distinguish between *weil*-clauses and *denn*-clauses.
- to talk about things they must not / may / are not required to do.
- to describe hypothetical / conditional scenarios
- about how to reflect on the origins of their ways of thinking about work and leisure.
- about different types of housing in Germany.
- about German floor plans at different scales, and how to calculate the real measurements when given a scaled floor plan.
- about different schools of architecture and their main characteristics.
- about the benefits of a regular workout routine.
- about core aspects of "lean production."
- about how to take a dispassionate point of view about what many Americans assume to be 'obviously correct' values and ways of acting.
- about ideas on how to optimize their daily routine.

Grammar:

- Describing Locations with *in* and the Dative Case
- Distinguishing Destination vs. Location in English
- Two-Way Prepositions and *wo* vs. *wohin*
- *Wo?* and the Verbs *stehen*, *liegen*, *hängen* and *sitzen*
- *Wohin?* and the Verbs *stellen*, *legen*, *hängen* and *setzen*
- The Conditional Clause with *wenn* and *falls*
- Reflexive Pronouns in the Accusative Case
- Injuries with Reflexive Pronouns (*sich verletzen*)
- The Modal Verb *müssen*
- The Modal Verb *dürfen*
- *Denn* vs. *Weil*: Two Ways of saying "because"
- *Denn* and *Weil* with Modal Verbs

Information:

- Types of Apartments and Houses
- Useful Phrases for Talking about Housing
- Searching for Housing in German-Speaking Countries
- The Kitchen
- *Kulturpunkt*: Furniture
- Rooms and Furniture
- Morning Routines
- *Kulturpunkt*: Efficiency
- Working on Computers and with Documents
- The Library
- Expressing one's Opinion
- Capitalizing and Creating Nouns
- *Aussprache*: The *ch*



Chapter 5

Woher kommen meine Sachen?:

Konsumentenverhalten, Verpackungen, Mülltrennung

Units:

- 52: Marken
- 53: Körper und Kleidung°
- 54: Geschenke Kaufen
- 55: Wie viele Sprachen sprechen deine Schuhe?
- 56: Kolonialer Handel°
- 57: Plastik
- 58: Verpackungen
- 59: Gut verpackt!
- 60: Laden ohne Verpackung
- 61: Weg mit dem Müll!°
- 62: Leben mit Müll
- 63: Mülltrennung
- 64: PROJEKT 5 - Ein Marketingkonzept°

In this chapter, students will learn...

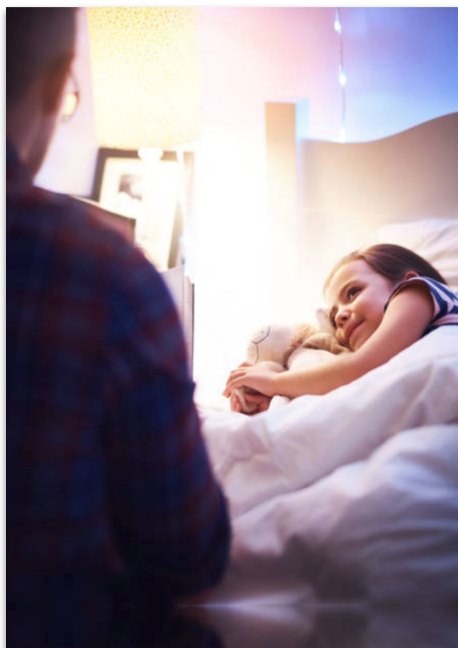
- to name different pieces of clothing and describe what people are wearing on different parts of the body .
- to talk about different body parts and understand German idioms related to clothing and the body.
- to use indirect objects in the dative, with appropriate article case endings, and to use pronouns in the dative case.
- to use possessive articles in the dative case and distinguish them from the nominative and dative forms.
- to use dative prepositions and distinguish them from accusative and two-way prepositions.
- to express what they are giving as a gift, and to whom they are giving that gift, for different occasions through the year.
- to use a directory of a German shopping mall, and describe where items can be bought.
- to read statistics about Germans' spending habits for seasonal gifts and make comparisons with the U.S.
- to form *wo*-questions (*woher*, *womit*, etc.) to ask about the origin of products and their production process
- to understand the mood / intention expressed by certain modal particles.
- to observe and describe their own use of plastic products and consider possible alternatives.
- to use dative verbs both with nouns and pronouns in the dative.
- to distinguish the word order of direct and indirect objects when using noun objects, pronoun objects, or a mix thereof.
- about leading German brands in the U.S., their products, and where they are headquartered.
- about American brands that are important to Germans, and how to make intercultural comparisons by analyzing products sold in German stores and malls.
- about the transportation routes of materials used in the production of consumer goods, considering ethical questions of consumerism.
- about the basic process of how plastic is made.
- about statistics related to waste production in different countries.
- about opposing viewpoints on interculturally complex topics, such as a proposed ban of plastic straws in the EU.

Grammar:

- Review: Overview of Subordinate Clause Word Order
- Review: Definite and Indefinite Articles
- Talking about Indirect Objects (Dative Objects)
- Possessive Articles in the Dative Case
- Fixed Prepositions (Dative and Accusative)
- Dative Prepositions
- Common Contractions Used in Prepositional Phrases
- Asking about Things with *wofür*, *womit*, and *woraus*
- *Da*-Compounds
- Dative Personal Pronouns
- Overview: Nominative, Accusative, and Dative Personal Pronouns
- Verbs Requiring the Dative Case
- Pronoun Word Order with Direct and Indirect Objects
- Dative Reflexive Verbs

Information:

- Which one is it now?
- *Kulturpunkt*: Global, local
- Review: Making Assumptions and Expressing Opinions with *dass*-Clauses
- *Kulturpunkt*: My cloth bag and I
- Common Abbreviations Associated with Companies and Firms
- The Body
- Review: Asking Questions
- Enhancing Questions with Modal Particles
- *Aussprache*: Final-obstruent devoicing



Chapter 6

Wie war es damals?: Kindheit im Wandel der Zeit

Units:

- 65: Erzähl doch mal von Früher
- 66: Mein Lieblingsstofftier und Margarete Steiff
- 67: Tierstimmen°
- 68: Gesetze
- 69: Kinderbücher
- 70: Das Poesiealbum°
- 71: Lieblingsgeschichten
- 72: Das ist aber Grimm!
- 73: Märchenwald
- 74: In Hollywood
- 75: Gesellschaftsspiele
- 76: Lieblingsmusik°
- 77: PROJEKT 6 - Eine Spielzeugmesse°

In this chapter, students will learn...

- to express what kind of toys they played with as a child.
- to talk about activities in which they engaged as a child using different temporal phrases.
- to identify different German animal sounds and compare them to animal sounds in their native language(s).
- to bring plot elements of a fictional story into the correct order based on listening comprehension.
- to recount the plot of a fictional story in the *Perfekt* tense.
- to interview others about their favorite children's books and talk about theirs as well.
- to read an entire fairy tale and answer reading questions.
- to talk about their favorite board games and why they like them.
- to talk about their music preferences and ask others about theirs.
- to use the *Perfekt* tense with strong, weak, and irregular verbs.
- to use idiomatic phrases for making comparisons.
- about toys that are/were used by German children of different generations.
- about the social and personal impact of certain childhood diseases for different generations of children.
- about the main genre characteristics of Magical Realism, Fantasy, and Fairy Tales.
- about the cultural significance of the *Poesiealbum* (friendship book) in Germany, both today and historically.
- about the biography and cultural significance of the Grimm brothers.
- about historical and modern fairy tale adaptations based on short plot summaries.
- about well-known German board games, their global distribution, and impact.
- about German artists in different decades since the 1980s.

Grammar:

- An Overview of the *Perfekt*
- *Haben* und *sein* in the *Präteritum*
- *Haben* and *Sein* as Helping Verbs: How to Choose
- The *Perfekt* Tense of Strong Verbs
- The *Perfekt* Tense of Verbs with Inseparable Prefixes and *-ieren*
- The *Perfekt* Tense of Mixed Verbs
- *Modal Verbs* in the *Präteritum*
- Review: Recognizing *Präteritum*
- Review: Giving Formal and Informal Commands,
- Directions and Advice

Information:

- When to use "when"
- *Kulturpunkt*: Celebrating being sick
- List of Essential Strong/Mixed/Irregular Verbs
- Genres: *Fantasy*, *Märchen*, *Magischer Realismus*
- *Kulturpunkt*: Princesses and Princes
- Standard Features of Fairy Tales
- Discussing Similarities and Differences
- Talking about Music
- *Kulturpunkt*: Board Games
- *Aussprache*: Diphthongs



Chapter 7

Was gibt's da zu sehen?: Sehenswürdigkeiten in Wien

Units:

- 78: Österreich
- 79: Auf den Spuren der Habsburger°
- 80: Wien - Hauptstadt Österreichs
- 81: In der Stadt unterwegs
- 82: Sehenswürdigkeiten
- 83: Wiener Stadtplanung°
- 84: Jüdisches Wien
- 85: Kunst trifft Energie, Energie trifft Kunst
- 86: Im Museum: Auf den Spuren Gustav Klimts
- 87: Alles nur Theater°
- 88: Kaffeehäuser
- 89: Ballkultur°
- 90: Musikstadt Wien
- 91: PROJEKT 7 - Eine Tour planen°

In this chapter, students will learn...

- to describe Austria's geographical location in relation to its neighboring countries.
- to talk about navigating a city via public transportation and read transportation schedules.
- to talk about important sights in Vienna and how one can get from one place to another.
- to read about Vienna's Jewish history from the Middle Ages to the 21st century.
- to describe art works from the Vienna Secession movement.
- to describe the importance of the *Kaffeehaus* culture in Vienna and talk about different Viennese specialities served in cafés.
- to use idiomatic phrases to describe charts and tables.
- to use attributive adjective endings, following the "4-question-model."
- to give and follow directions to navigate a city, and the main cardinal directions.
- to use idiomatic phrases and words to describe images, such as photos and paintings.
- to use adjective endings in the comparative and superlative.
- to use relative clauses to connect to independent clauses.
- to use idiomatic words and phrases to describe and talk about music.
- about the nine federal states of Austria on a map and their capitals.
- about important historical events related to the Habsburg Empire.
- about questions of multiculturalism in Vienna today and in the past.
- about the different districts of Vienna and why the city is considered to have a high quality of life.
- about city planning efforts in Vienna.
- about the intersection of art and the environment in the city spaces of Vienna.
- about important characteristics of the Vienna Secession art movement.
- about the rich theater scene in Vienna and the political potential of theater.
- about the political and cultural complexities of the Viennese *Ballkultur*.
- about the intersection of contemporary popular music and LGBTQ activism.

Grammar:

- Review: Comparative and Superlative
- Prepositions of Origin
- Preposition of Location: *bei*
- Prepositions of Destination
- Directional Prepositions: Exceptions
- Adjective Endings
- Adjective Endings in the Comparative and the Superlative
- Relative Clauses and Relative Pronouns

Information:

- Austrian German
- The Four Cardinal Directions (*Himmelsrichtungen*)
- Talking about Charts and Tables
- *Kulturpunkt: Opfermythos*
- Using Public Transportation
- Getting and Giving Directions
- Describing a Picture
- Talking about Music II
- *Kulturpunkt: Viennese Schmah*
- *Aussprache*: [s] and [ts]



Chapter 8

Wie sieht die Zukunft aus?: Erfindungen und Innovationen

Units:

- 92: Deutschland - Land der Erfinder*innen
- 93: Das Auto
- 94: Ein Auto für alle°
- 95: Die Zukunft
- 96: Das Auto der Zukunft
- 97: Erfindungen, die die Welt nicht brauchte°
- 98: Ideen für morgen - Kreative Jugend
- 99: Sprache im Wandel der Zeit
- 100: Sprache kreativ - Avantgarde
- 101: Utopie und Metropolis°
- 102: Soziale Innovationen
- 103: PROJEKT 8 - Ein Video°

In this chapter, students will learn...

- to describe different German cities and regions, and what they are known for.
- to describe the geographical location of the 16 federal states of Germany and their capital cities.
- to express the purpose of an action by using *um ... zu* and *damit*-clauses.
- to describe the locations of objects and people with the idiomatic expression *sich befinden*.
- to talk about hypothetical scenarios using the subjunctive II form of the verbs *haben* and *sein*, as well as the subjunctive II forms of modal verbs.
- to make statements about the future, such as predictions, with the *Futur I* tense.
- to understand certain rules of German word formation, and apply them to new contexts, such as transforming nouns into adjectives that end in *-los*.
- to understand how the intention of a subjunctive II sentence changes when the modal particle *doch* is used.
- to talk about how innovative inventions have and will shape their personal life.
- about German inventors, their inventions, and their home states in Germany.
- about different parts of a car, and how a gasoline engine works.
- about VW as an example of a global brand, and how regional conditions influence the products they offer.
- about possibilities for a car of the future, and challenges we face with advancing technologies.
- about language as a construct that is constantly being reinvented in the context of different historical and contemporary moments.
- about innovations in the social realm as a response to large-scale societal challenges, such as homelessness, world hunger, etc.

Grammar:

- Infinitive Clauses with *um ... zu ...* (in order to)
- *damit*-Clauses
- The Subjunctive Forms of *haben* and *sein*
- The Subjunctive Forms of Modal Verbs
- Future Tense
- *Adjektive aus Nomen mit -los*
- *Adjektivendungen bei -los Adjektiven*
- The Present Participle
- The Modal Particle *doch* in Sentences Expressing Wishes

Information:

- *sich befinden*
- *Kulturpunkt*: Who are the Germans?
- Technical Data
- Word Formation: Verbs
- Word Formation: Compound Nouns
- *Kulturpunkt*: Privacy
- *Aussprache*: E-sounds