

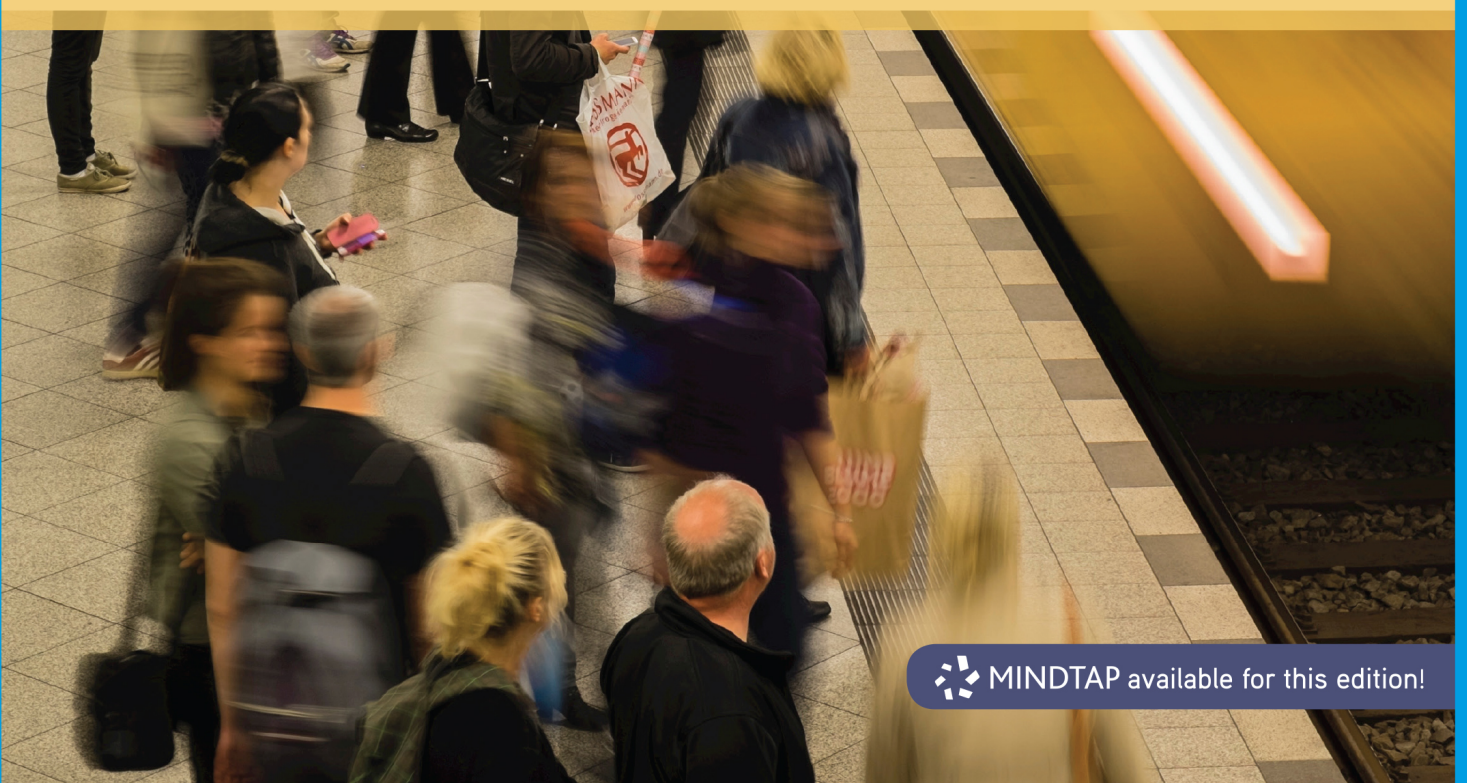


Prisca Augustyn • Nikolaus Euba

STATIONEN

Ein Kursbuch für die Mittelstufe

FOURTH
EDITION



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STATIONEN

Fourth Edition

Ein Kursbuch für die Mittelstufe



Prisca Augustyn

Florida Atlantic University

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University of California, Berkeley



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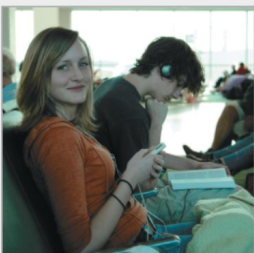
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To the Student

WELCOME TO INTERMEDIATE GERMAN!

You probably already know that **Stationen** means “stations.” Each chapter of this program revolves around a city or region in the German-speaking world. As you move from station to station, we invite you to discover and explore new aspects of culture and language along the way.

You can also think of **Stationen** as referring to the “stations” between the beginnings of a journey into German life and language and more advanced study and exploration at the intermediate level. **Stationen** is significantly different from the typical elementary format, because it allows you to practice German by discussing a large variety of different texts in German.

Engaging Culture Topics We believe that the best way you can practice German is if you have something to say about the topics that come up in the classroom. Through our own teaching experience, we’ve learned which cultural issues tend to intrigue students, promote lively discussions, and make meaningful writing exercises both effective and fun. In **Stationen** we have focused on themes that we think you’ll particularly enjoy speaking and writing about.

Authentic Readings It’s our belief that working with authentic texts—literary texts, magazine and news articles, interviews, and radio reports—will empower you to progress to a more advanced level of German fluency. Therefore, **Stationen** contains authentic readings written for German speakers. We’ve chosen them because they complement the cultural topics, because they will be relevant to you, and because they are written at a level appropriate for intermediate readers.

Contextualized Grammar While the general theme of **Stationen** derives from its rich cultural contexts, you will be able to strengthen your language skills, because grammar and vocabulary are integrated throughout each chapter. You’ll be reviewing and using basic grammar and vocabulary from your beginning German course, but you’ll also be guided toward the practice of more complex structures and more advanced vocabulary. As you progress and work with different types of texts, you will learn to better distinguish different styles and uses of spoken and written German.

Vocabulary Building and Dictionary Practice **Stationen** helps you to build your vocabulary in several ways. Glossed words allow you to focus on extensive reading. Vocabulary lists and activities in both the textbook and in **MindTap** help you practice the vocabulary you need to discuss a given topic. Specific dictionary activities help you become a more competent dictionary user. See page xvi of this preface, Vocabulary Building and Working with a Dictionary, for some strategies on how to more effectively and successfully study vocabulary.

Openness and Flexibility You can learn from your fellow students. If you are open and creative in the classroom and beyond, you can learn from your classmates through group and partner activities and other types of classroom interaction. Remember that just as you depend on others, they also depend on *your* active participation, openness, and creativity. **Stationen** accommodates different skill levels, so everybody can learn.

Connections and Comparisons The unifying concept in *Stationen* inherently encourages you to make connections between the places and cultural issues covered in the different chapters of the book. Moreover, because all topics and readings in *Stationen* are anchored in culture, you will find that you can't help comparing your own culture to the issues and cultural aspects you learn about in *Stationen*. Be prepared to learn not only about the foreign culture but also about your own.

An Invitation to Explore *Stationen* gives you an opportunity to start doing your own exploration of German-language websites. The web activities (marked with a globe icon) give you some direction, but they are not meant to be *closed* activities. We've formulated the directions and questions so as to give you an idea of what to expect from a given topic, issue, or website. Think of these activities as a catalyst for further exploration.



Appealing Video Material Finally, *Stationen* has an accompanying video that consists of videoblogs from eleven cities in Germany, Austria, and Switzerland. This window onto contemporary German culture will enrich your classroom with engaging young video bloggers, images of public spaces, and scenes of German life.

Reliable Online Platform MindTap is a dynamic all-in-one assessment, assignment, and course management system that enhances your language-learning experience. Everything you need to master the skills and concepts of the course is built right into this online system, including an eBook, companion videos, interactive practice activities, listening and recording activities, and more. The discussion forum feature enables you to post responses, upload files, and respond to other students. You can also practice your pronunciation and conversation with individual audio or group video recordings.



Learning Path The **Learning Path** is the online guide that helps you become active participants in the learning process. By becoming more self-reliant, you can achieve success in your course and also move one step closer to becoming a lifelong learner.

The MindTap Learning Path encompasses five learning steps:

Ready! Overview of material and learning outcomes that provides students with priming and scaffolding for upcoming topics and concepts

Learn it! Presentation of new content, accompanied by guided work for students to familiarize themselves with and apply new terms, concepts, and structures in a guided environment

Practice it! Application of the material to accomplish real-life tasks

Use it! Open-ended, authentic, reflective, and interactive activities that put language to use

Got it! Review of target content to assess achievement of learning objectives in a low-stakes environment

VOCABULARY BUILDING AND WORKING WITH A GERMAN-ENGLISH/ ENGLISH-GERMAN DICTIONARY

Learning Vocabulary Your second year of studying German is the time to develop your vocabulary actively. Toward that goal, **Stationen** will help you refine your vocabulary-building skills.

To expand your vocabulary efficiently, you can

- create a vocabulary notebook, flashcards, or use flashcard apps (see below for hints)
- put the vocabulary into sentences, phrases, or expressions
- use mnemonics (ways of remembering), such as alliteration, rhyme, rhythm, music
- use associations, such as images, functions of words, parts of speech, classes or categories of words, antonyms, synonyms
- look at prefixes, suffixes, infixes, and word roots
- situate words in various contexts
- systematically review old vocabulary

Two very useful and time-tested methods for learning vocabulary are *vocabulary notebooks* and *flashcards*, for which there are lots of apps available. Here are some hints about how to make the most of them.

- In a *vocabulary notebook*, you can list vocabulary in two columns, one for German words and the other for English translations. A notebook is a good way to keep a log of all the vocabulary that comes up in class, as well as items you look up in the dictionary in class or at home.

die Herausforderung	challenge; provocation
die Herausforderungen	
niesen, nieste, hat geniest	to sneeze

- When studying vocabulary in your notebook, you can use a sheet of paper to cover up one column in the notebook and test yourself, moving your sheet of paper down the list.

- *Flashcards* have the advantage that whatever items you feel confident about can be eliminated from the stack. This will give you a sense of accomplishment as you study. Make your cards with German on one side and English on the other. There are intelligent apps that show you the items you missed more frequently than those you got right. In this edition of **Stationen**, Flashcards are found in MindTap.

- Another advantage of flashcards is that you can add additional information later. For instance, you may come across an idiomatic expression that contains a vocabulary item you already have a flashcard for; you can then just add the new information to the card.

das Schwein,
die Schweine
Schwein haben
(= Glück haben)

pig; to be
lucky

For both vocabulary notebooks and flashcards, always remember to include:

- the definite article, the plural, and if necessary the genitive form of nouns.
- the simple past, the past participle, and the appropriate auxiliary (**haben** or **sein**) for verbs.

Working with a German-English Dictionary If you don't already own a good German-English/English-German dictionary, now is the time to get one or search for and select online sources or apps. Whenever you look something up in the German-English portion of the dictionary, make sure you take notes (either in your notebook or on a flashcard). That way you keep track of all the items you looked up in the dictionary during the course.

NOUNS

Nouns are easy to recognize in the German dictionary, because they begin with capital letters. The abbreviations *m* (masculine), *f* (feminine), and *n* or *nt* (neuter) tell you the gender of the noun. In your log, you should replace it with the proper definite article. Plurals of nouns are also abbreviated. Write out the plural forms in your log as well. In some dictionaries, the plural forms for compound nouns are not given; they are found at the entry for the root noun. Also, some dictionaries assume that the plural forms for certain common noun endings are known; for example, nouns ending in **-ung** in the singular all have **-en** as the plural ending. Be sure you check your own dictionary's conventions.

Südwind, -e *m* south wind.*

der Südwind, die Südwinde

Herausforderung, -en *f*
challenge; (*Provokation*)
provocation.

die Herausforderung,
die Herausforderungen

Sometimes there is no plural for a noun.

Freiheit *f no pl* freedom.

die Freiheit (no pl)

* Underscored vowels indicate pronunciation. See page xxi for more information.

The abbreviation *pl* means that a noun is already a plural and there is no singular.

Ferien *pl* holidays *pl* (Brit),
vacation *sing* (US, Univ);

die Ferien (pl)

Dictionaries often give the genitive ending.

Bewusstsein *nt -s, no pl* (*Wis-*
sen) awareness, consciousness.

das Bewusstsein,
des Bewusstseins

Doktorand *m -en, -en, Dok-*
torandin *f* graduate student
studying for a doctorate.

m. der Doktorand, die Doktoranden
f. die Doktorandin, die Doktorandinnen

Note that when two translations are separated by a semicolon they represent two somewhat different meanings; whereas two translations separated by a comma mean (near-)synonyms.

Herausforderung, -en *f*
challenge; (*Provokation*)
provocation.

Bewusstsein *nt -s no pl* (*Wis-*
sen) awareness, consciousness.

Sometimes it's a good idea to take note of idiomatic expressions that are given with a noun. The noun is then replaced by a ~ symbol. Try to record the most useful of these expressions in your vocabulary log.

Umkreis *m* (*Umgebung*)
surroundings *pl*; (*Gebiet*) area;
(*Nähe*) vicinity; **im näheren** ~
in the vicinity; **im ~ von**
20 Kilometern within a radius
of 20 kilometers.

der Umkreis

im näheren Umkreis

im Umkreis von 20 Kilometern

If the word you are looking for is a compound noun, and the first constituent is a very common item, you can probably find it in a list of second constituents in which the first part is replaced with the ~ symbol. For instance, if you are looking for the word **Reisepass**, the dictionary entry may look like this:

Reise-: ~**andenken** *nt* souvenir;
 ~**apotheke** *f* first aid kit; ~**begleiter** *m*
 travel companion; ~**fieber** *nt* (*fig*)
 desire to travel; ~**führer** *m* (*Buch*)
 guidebook; (*Person*) ~**leiter** *m* travel
 guide; ~**lustig** *adj* fond of traveling;
 ~**pass** *m* passport; ~**pläne** *pl* travel
 plans; ~**route** *f* route, itinerary; ~**scheck**
m traveler's check; ~**ziel** *nt* travel
 destination.

To find the plural of each of these compound nouns, you must look up the dictionary entry for the second constituent of the noun. For example, to find the plural form for **Reisepass**, you have to look up **Pass**, where you'll find that the plural of **der Pass** is **die Pässe**.

Pass *m* **Passes**, **Pässe** (a) passport (b)
 (mountain) pass (c) pass (ballgames, etc.)

Note in the examples above that when one word has two or more entirely different meanings (in different fields of use), they are often listed either by letters or by numbers — (a), (b), (c) or 1, 2, 3.

VERBS

Depending on how detailed the entries in your dictionary are, you will find information on whether a verb is transitive (takes a direct object) or intransitive (takes no direct object) or has variants for both. Typically the abbreviation for transitive is *vt* or *v tr*, and the abbreviation for intransitive is *vi* or *v itr*. For your vocabulary log or flashcard, make up a phrase with an object for a transitive verb and give the perfect tense as well.

buchen *vt* to book, to reserve.

eine Reise buchen, buchte eine
 Reise, hat eine Reise gebucht

niesen *vi* to sneeze.

niesen, nieste, hat geniest

Strong verbs (irregular verbs) are usually listed with the simple past (preterite), abbreviated by *pr* or *pret*, and the past participle, often abbreviated with *ptp* or *pp*. The auxiliary in the perfect (either **haben** or **sein**) is sometimes abbreviated by *sn* and *hn*; sometimes dictionaries list only the auxiliary when the verb takes **sein**, for instance by *aux sein*, and if the verb takes **haben**, the auxiliary is simply not shown. Remember that transitive verbs usually take **haben** and intransitive verbs usually take **sein**.

nehmen *pret nahm, ptp*
genommen *vt (a) (ergreifen)*
to take . . .

etwas nehmen, nahm etwas,
hat etwas genommen

kommen *pret kam, ptp*
gekommen *aux sein vi* to come.

kommen, kam, ist gekommen

In some dictionaries, participles have separate entries.

geflogen *ptp of fliegen*

fliegen, flog, ist geflogen

Verbs with separable prefixes are indicated either by a separation between the prefix and the verb stem or by the abbreviation *sep*. You will most likely have to refer to the main verb to get the simple past (preterite) and past participle.

an-kommen *irreg aux sein*
vi to arrive

ankommen, kommt an, kam an,
ist angekommen

ankommen *sep irreg aux sein*
vi to arrive

kommen, kam,
ist gekommen

ADJECTIVES AND ADVERBS

German adjectives (abbr. *adj*) and adverbs (abbr. *adv*) usually have the same form. An item that can be used as both an adjective and an adverb may therefore just be listed as an adjective. In your log or on your flashcard, list your adjective/adverb with phrases that you have encountered it in or that you find in the dictionary entry.

zügig *adj* swift, speedy; brisk;
Handschrift smooth.

zügig fahren; Sie hat eine
zügige Handschrift.

Sometimes adjectives are used with certain prepositions for a particular meaning. If the preposition takes a particular case for the following noun, your dictionary may indicate that case.

eifersüchtig *adj* jealous
(*auf* + *acc* of).

eifersüchtig; Er ist eifersüchtig
auf seinen Bruder. (*acc.*)

PRONUNCIATION

Dictionaries rely on various conventions of representing pronunciation. Some dictionaries may give you a full or partial transcription in the International Phonetic Alphabet (IPA) usually in square brackets []. Some dictionaries only give IPA transcriptions for foreign words with unusual pronunciation.

Friseurin [fri'zø:rin] *f* (female) hairdresser, hairstylist

Most dictionaries, however, rely on other ways to indicate stress patterns and vowel length. For instance, short vowels are often indicated by a dot underneath or a hacek above the vowel.

Pass *m* **Passes, Pässe** (**a**) passport (**b**)
(mountain) pass (**c**) pass (ballgames, etc.)

or

Päss *m* **Passes, Pässe** (**a**) passport (**b**)
(mountain) pass (**c**) pass (ballgames, etc.)

Long vowels are often indicated by a line underneath or above the letter:

Ferien *pl* holidays *pl* (Brit), vacation *sing*
(US, Univ)

or

Fērien *pl* holidays *pl* (Brit), vacation *sing*
(US, Univ)

Instead of vowel length, some dictionaries indicate where the stress is by adding a stress mark (´) before the syllable that carries the main stress. The stress of a word can also suggest to you whether a verb with a prefix is separable or inseparable.

ˈankommen *sep irreg aux sein*
vi to arrive

vs.

wiederˈholen *insep vt* to
repeat

ankommen, kommt an, kam an,
ist angekommen

wiederholen,
wiederholte,
hat wiederholt

These are only the most important conventions found in common dictionaries. Knowing your own dictionary's conventions should help you organize your vocabulary and make you feel more comfortable using any bilingual (or monolingual) dictionary.

Working with an English–German Dictionary When looking up words in an English–German dictionary to find a German equivalent of an English word, make sure you are looking at the same word class. For instance, if you are trying to give someone a recipe that involves *boiling* something, be sure not to look at the **noun** *boil* in English, but rather at the **verb** *boil*. Remember that nouns usually have an *n* and verbs have a *v*.

Sometimes German will be more specific than English; in other words, when you look up a word in English, there may be several translations in German. Your dictionary will give you an idea of the context or register of each possible equivalent (usually in parentheses) and you will have to look at all the possibilities to decide which is the most suitable translation for your purpose. For example, let's imagine that you would like to say in German that *people often travel because they need a change*. You are looking for a good translation for the word *change*.

change 1 n (a) Veränderung *f*; (*modification also*) Änderung *f*. **a ~ in the weather** eine Wetterveränderung; **I need a ~ of scenery** ich brauche Tapetenwechsel; **to make ~ s** (Ver)änderungen vornehmen, etwas ändern

(b) (*variety*) Abwechslung *f*; **just for a ~** zur Abwechslung

(c) (*of one thing for another*) **Wechsel** *m*; **a ~ in the government** Regierungswechsel *m*, ein Wechsel in der Regierung; **a wheel ~** Radwechsel *m*

(d) *no pl (money)* **Kleingeld** *nt*; **I don't have any ~ on me** ich habe kein Kleingeld dabei; . . .

You can immediately eliminate (d), because we are not talking about money. Option (c) doesn't seem too likely, because changing one thing for another is not exactly what you are looking for (i.e., government change and wheel change are a different sort of change).

But (a) and (b) both show interesting possibilities. The phrase *I need a change of scenery* under (a) is translated with “ich brauche Tapetenwechsel.” It contains the noun *der Wechsel*, which is given under (c) as a change of one thing for another. If you look up the noun *die Tapete* (“wallpaper”), the phrase *ich brauche Tapetenwechsel* (literally “I need a wallpaper change”) will come to life and will definitely present itself as a possibility for saying *people often travel because they need a change*. So you could actually translate your idea as “Viele Leute reisen, wenn sie einen Tapetenwechsel brauchen.” There is another possibility, however, under (b)—the noun *die Abwechslung*—for which this dictionary entry gives the context of “variety.” You could also translate your idea as “Viele Leute reisen, weil sie Abwechslung brauchen.”

As you can see, most of the time when looking something up in a dictionary, you have to consider several possible translations, because only very rarely is there a direct one-to-one equivalent of a word in another language.

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Berlin's unique status in the post-war era is exemplified in the life of Marlene Dietrich and also in the history behind Germany's favorite street food, the **Currywurst**. Connie's Vlog about the Berlin art scene, an article about lunchtime dance parties, an excerpt from a popular Berlin novel, and interviews with up-and-coming Berlin restaurant owners complete this kaleidoscopic view of life in Berlin.

Station Berlin

Was machen wir in Berlin?

- Eine berühmte Berlinerin
Marlene Dietrich

Einblicke

Party um zwölf Uhr mittags

Die Geschichte der Currywurst

Strukturen

- Die Wortarten im Deutschen
- Deklination
- Das Verb: Konjugation, Tempus, Modus, Aktiv und Passiv

Videoblog: Connie

Lektüre

Herr Lehmann (Auszug)
Sven Regener

Materialien



STATISTIK

Einwohnerzahl:	3,7 Millionen
Fläche:	892 km ²
Studierende 2018/2019:	190.802

LEARNING GOALS

- Meet Connie through her Vlog and learn about her scene
- Explore Berlin's unique history through the life of Marlene Dietrich, the story behind the Currywurst, and important points of interest in Germany's capital
- Read about lunchtime dance parties and new restaurants, and enjoy an excerpt from Herr Lehmann, one of the funniest Berlin novels
- Review basic grammar terms and concepts
- Practice conjugation of verbs, declension of nouns, and basic word order

Station Berlin

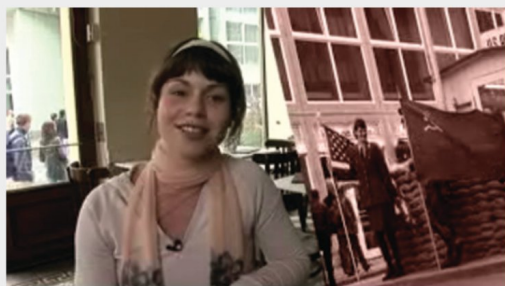
Was wissen Sie schon?

1. Woran denken Sie, wenn Sie den Namen *Berlin* hören?
2. Was wissen Sie über die Geschichte der Stadt?



Was machen wir in Berlin?

Im Videoblog auf Seite 30 werden Sie Connie kennenlernen. Connies Cousine Friederike aus Hamburg kommt für die Sommerferien nach Berlin. Connie hat eine Liste gemacht. Da sammelt sie Ideen, was sie und Friederike zusammen machen können, damit Friederike Berlin richtig kennenlernen kann. Was würden Sie gerne in Berlin machen?



Connie im Café Adler in Berlin

1 Also, was machen wir?



Arbeiten Sie mit einem Partner / einer Partnerin und fragen Sie, was er oder sie gerne machen möchte. Was könnte man sonst noch in Berlin machen? Erweitern Sie die Liste.

- eine Radtour durch den Tiergarten machen und dann durch das Brandenburger Tor fahren
- im Zoo das kleine Nashorn sehen und danach Berliner Weiße trinken gehen
- im Prenzlauer Berg in ein türkisches Restaurant essen gehen
- einen ganzen Tag im Jüdischen Museum verbringen
- im Mauermuseum die Geschichte der Wiedervereinigung erkunden
- im Grunewald baden gehen
- in Kreuzberg auf den Flohmarkt und danach in ein kleines Café gehen

(continued)



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Geschichte

1244	1871	1933	1945	1949	1961
Berlin wird erstmals erwähnt (<i>mentioned</i>)	Verfassung des Deutschen Reiches, Berlin wird Reichshauptstadt	Die Bezirksversammlungen (<i>local governments</i>) werden von den Nationalsozialisten (Nazis) aufgelöst (<i>dissolved</i>)	Vier-Mächte-Verwaltung der alliierten Siegermächte (<i>Allied Forces</i>), Berlin Mitte gehört zum sowjetischen Sektor	Gründung der Deutschen Demokratischen Republik (DDR), Ostberlin wird die Hauptstadt	Beginn des Mauerbaus um Westberlin

- in einem Club mal die ganze Nacht durchtanzen
- am Reichstag oben auf die Kuppel gehen
- ein Konzert in der Philharmonie anhören
- in Friedrichshain in ein paar abgefahrene Galerien und Geschäfte gehen
- im Pergamonmuseum den berühmten Pergamonaltar besichtigen
- auf den Fernsehturm hochfahren und Berlin einmal von oben sehen
- Kuchen im Café Adler probieren

Grundwortschatz:

Staat, Stadt und Land



In dieser Liste finden Sie Wörter, die Sie brauchen, wenn Sie über Stadt und Land sprechen. Gibt es noch andere Wörter, die Sie brauchen? Ergänzen Sie die Liste.

der Berg, -e <i>mountain</i>	die Landschaft, -en <i>landscape, countryside</i>
die DDR (Deutsche Demokratische Republik) (former) <i>GDR (German Democratic Republic); East Germany</i>	die Mauer, -n <i>wall</i>
der Einwohner, -/die Einwohnerin, -nen <i>resident</i>	die Natur <i>nature</i>
die Fläche, -n <i>area</i>	der Ort, -e <i>place, location</i>
der Fluss, -e <i>river</i>	der Park, -s <i>park</i>
das Gebiet, -e <i>area</i>	die Region, -en <i>region</i>
die Geschichte, -n <i>history; story</i>	der See, -n <i>lake</i>
die Großstadt, -e <i>metropolis, big city</i>	die Stadt, -e <i>city, town</i>
die Hauptstadt, -e <i>capital city</i>	die Umgebung, -en <i>surrounding region</i>
die Lage, -n <i>location</i>	der Wald, -er <i>forest</i>
	die Wiedervereinigung <i>reunification</i>
	das Zentrum, die Zentren <i>center</i>

2

Orte



Arbeiten Sie gemeinsam mit einem Partner / einer Partnerin und verbinden Sie die Orte mit den passenden Beschreibungen.

- | | |
|------------------|--|
| 1. die Großstadt | a. Hier gibt es viele Bäume. |
| 2. der Wald | b. Hier kann man baden. |
| 3. die Berge | c. Hier gibt es sehr viele Bewohner. |
| 4. der Park | d. Hier ist die Mitte der Stadt. |
| 5. das Zentrum | e. Hier kann man Mountainbike fahren. |
| 6. der See | f. Hier kann man in der Stadt spazieren gehen. |

1989

9. November: Die Grenze zu Westberlin wird nach 28 Jahren geöffnet

1990

3. Oktober: Wiedervereinigung der Bundesrepublik Deutschland (BRD) im Westen und der DDR im Osten

1991

Berlin wird Bundeshauptstadt und Sitz der Bundesregierung

2006

Eröffnung des neuen Berliner Hauptbahnhofs

2010

Eröffnung des Dokumentationszentrums *Topographie des Terrors*

2017

Die Fernsehserie *Babylon Berlin* wird an über 300 Drehorten gefilmt

3

Berlin

Ergänzen Sie die Sätze mit den folgenden Wörtern:

Hauptstadt – Wiedervereinigung – Mauer – Umland – Symbol

1. Berlin ist seit 1991 die deutsche _____.
2. Nach dem Fall der _____ ist Berlin wieder eine offene Stadt geworden.
3. Seit der _____ 1990 ist Berlin für viele junge Deutsche wieder ein attraktiver Wohnort geworden.
4. Im _____ von Berlin gibt es viele Seen, Flüsse und Wälder.
5. Das Brandenburger Tor ist jetzt das _____ der Wiedervereinigung.

4

Fragen zur Station

1. Wann fiel die Berliner Mauer?
2. Was ist heute das Symbol Berlins?
3. Seit wann ist Berlin die Hauptstadt Deutschlands?
4. Was macht Connie gern im Grunewald?
5. Was möchte Connie im Tiergarten machen?
6. Wie viele Einwohner hat Berlin? Wie groß ist die Fläche?
7. Wann wurde die DDR gegründet (*founded*)? Wie hieß die Hauptstadt der DDR?
8. Was interessiert Sie an Berlin am meisten? Warum?



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Das Brandenburger Tor ist seit 1989 das Symbol der deutschen Wiedervereinigung.

FILMTIPPS

Der Himmel über Berlin (Wim Wenders, 1987) Zwei Engel, die für Menschen unsichtbar (*invisible*) sind, helfen den bedrückten Seelen, denen sie in Berlin begegnen.

Sommer vorm Balkon (Andreas Dresen, 2005) Zwei Freundinnen in Berlin verbringen ihre Sommerabende auf dem Balkon und versuchen mit ihren Problemen zurechtzukommen.

Marlene (Maximilian Schell, 1984) In diesem Dokumentarfilm erzählt Marlene Dietrich aus ihrem Leben und kommentiert Bilder aus ihren Filmen.

Eine berühmte Berlinerin

Marlene Dietrich (1901-1992)

Marlene Dietrich wurde am 27. Dezember 1901 in Berlin-Schöneberg geboren. Als sie 18 Jahre alt war, machte sie eine Ausbildung als Violinistin und studierte dann an der Berliner Hochschule für Musik. Im Alter von 23 Jahren bekam sie ihre erste Theaterrolle, und bald danach begann ihre Filmkarriere. Durch ihre Rolle in Josef von Sternbergs Film *Der blaue Engel* wurde Marlene Dietrich weltberühmt°. In diesem Film spielt sie die Kabarett-Sängerin Lola-Lola, in die sich ein respektierter Professor verliebt. Sie drehte noch sechs weitere Filme



Paramount/Kobal/Shutterstock.com

Dietrich in *Blonde Venus* (1932)

weltberühmt *world-famous* • Angebote *offers* • auftreten *appear*