



GR 301 GERMAN LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD I

IES Abroad Vienna

DESCRIPTION:

This course is designed for students who have successfully completed the beginner level of German and are ready to move into the intermediate range. It supports students in becoming more independent and confident language users, able to participate actively in a wider variety of everyday, academic, and cultural contexts.

The course aims to help students move beyond predictable, rehearsed language use and toward more spontaneous, fluent communication. To that end, it reinforces foundational structures while introducing new language elements that support greater precision, depth, and flexibility in both spoken and written expression. Students engage with a range of materials, including short texts, articles, podcasts, and video content, as well as classroom discussions that encourage deeper interaction with current topics, personal interests, and life in Vienna.

In addition to everyday topics, the course also explores broader cultural and social themes in Austria, including both contemporary and historical dimensions. This enables students to engage more meaningfully with their host environment, to reflect on cultural norms and perspectives, and to develop greater intercultural awareness.

By the end of the course, students will be able to handle more complex and less scripted interactions, express and support opinions, describe events and experiences in detail, and comprehend the main ideas and relevant details of spoken and written texts on familiar subjects. They will also be able to produce structured, coherent texts with increasing accuracy and appropriateness for a range of communicative purposes.

This course aligns with the B1.1 level of the Common European Framework of Reference for Languages (CEFR) and supports students in achieving the outcomes described at the Emerging Independent Abroad level of the IES Abroad Language MAP, preparing them for continued advancement in intermediate German study.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: German

INSTRUCTOR:

PREREQUISITES: Students entering this course have completed the Novice Abroad III level of the IES Abroad MAP and reached CEFR A2 proficiency. They are typically expected to have completed at least two semesters of college-level German or the equivalent. These students are able to manage routine everyday interactions, understand basic

Global brilliance begins here.®

Institute for the International Education of Students

Africa | Asia Pacific | Europe | Latin America

information in familiar contexts, and express simple ideas related to personal experiences, interests, and plans. They are ready to begin developing more independent and flexible language use.

ADDITIONAL COST: €10

METHOD OF PRESENTATION:

This course uses a communicative, student-centered approach that emphasizes active engagement with the language and culture. Learning is facilitated through a variety of interactive and immersive methods, including:

- Integrated skill-building exercises in reading, writing, listening, and speaking
- Oral and written assignments, including short in-class presentations and creative writing tasks
- Collaborative classroom activities, such as role plays, dialogues, interviews, and games
- Course-related excursions that connect language learning to authentic cultural experiences, including visits to a Viennese coffee house, a local food market, or a guided museum tour

This blended approach allows students to apply language in real-world contexts, deepen their intercultural understanding, and develop communicative competence in a meaningful and enjoyable way.

REQUIRED WORK AND FORM OF ASSESSMENT:

- 10 % Active Participation in Class
- 20 % Skill-Focused and Culturally Reflective Learning
- 10 % Homework
- 25 % Regular Quizzes & Tests
- 10 % Oral Exams (3 total)
- 25 % Written Exams (3 total)

Active Participation in Class

Participation is more than mere attendance; it means coming to class well-prepared, engaging actively in discussions, and supporting one another as collaborative members of our learning community. Students should listen attentively, ask and answer thoughtful questions, and offer constructive feedback to peers. They are encouraged to take initiative in pair and group work - sharing ideas, volunteering for tasks, and taking detailed notes. At the same time, each student is responsible for monitoring their own understanding and seeking additional assistance or tutoring whenever challenges arise. Throughout all activities, learners should strive to use German as much as possible, fostering both their own progress and a positive, encouraging classroom environment.

Skill-Focused and Culturally Reflective Learning

Students will engage in tasks designed to develop the IES MAP's five skill areas - Intercultural Communication, Listening, Speaking, Reading, and Writing. Creative assignments, such as journaling, field-based projects, analysis of authentic materials, and peer collaborations, are graded under this category; however, ongoing language learning progress also plays a central role. Assessment considers both the quality of each submission and the consistency with which new vocabulary, grammatical structures, and cultural insights are integrated across all work, thereby reflecting overall growth as language learners.

Homework:

After each class, students will complete assigned exercises in the “Übungsbuch” (workbook), along with supplementary worksheets or digital practice on Moodle. Homework reinforces grammar and vocabulary introduced in class. Students are expected to correct their work independently; only areas of difficulty or misunderstanding will be reviewed in class.

Quizzes & Tests

To promote steady progress, students will take regular written quizzes and one or more tests to assess their grasp of grammar and vocabulary. These quizzes will be administered daily or weekly, focusing on vocabulary, grammar, and structures recently introduced in class. The goal is to encourage students to study new content regularly and in manageable portions.

Oral Exams

Students’ speaking skills will be assessed through three oral exams during the semester: one after the Intensive Period, and two at the end of each main semester phase. Each exam involves a structured, real-life task such as a paired dialogue, guided role-play, or short personal presentation.

Assessment follows CEFR B1-aligned criteria, adapted from the ÖSD exam model: 1. Task Fulfillment and Communicative Effectiveness, 2. Vocabulary and Expression, 3. Intonation, Pronunciation, Fluency, and Intelligibility 4. Grammatical Accuracy.

Written Exams

Three comprehensive written exams will take place during the course: at the end of the Intensive Period, mid-semester, and at the end of the semester. Exams assess listening and reading comprehension, writing ability, and the ability to apply key grammar and vocabulary.

LEARNING OUTCOMES:

By the end of the course, students will meet the outcomes described at the Emerging Independent Abroad level of the IES Language MAP and CEFR B1.1.

Intercultural Communication

- Students participate in everyday and social interactions, even in less familiar situations.
- They begin to recognize and adjust to differences in politeness, formality, and cultural expectations.

Listening

- Students understand the main points of clear, standard speech on familiar topics.
- They can follow short talks, everyday conversations, and interviews when delivered at a moderate pace.

Speaking

- Students express personal experiences, opinions, and plans in connected speech.
- They can initiate, maintain, and close conversations in a range of familiar settings.

Reading

- Students understand the main ideas and relevant details in everyday texts, articles, and blogs.
- They apply basic reading strategies to identify structure, tone, and purpose.

Writing

- Students produce structured, coherent texts on familiar topics (e.g. e-mails, reflections, reports).
- They connect ideas with appropriate linking devices and use key grammar points with growing accuracy.

Global brilliance begins here.®

Institute for the International Education of Students

Africa | Asia Pacific | Europe | Latin America

**ATTENDANCE POLICY:**

IES Abroad Vienna requires attendance at all class sessions. Attendance will be taken every class. Students must attend at least 60% of their class sessions to qualify for a passing grade, regardless of whether their absences have been excused or not. Attendance is required in-person unless otherwise noted in the syllabus. Excused absences due to the reasons outlined in the IES Abroad Vienna Attendance Policy can only be approved by the academic department. Unexcused absences may carry a penalty to the final grade and only excused absences entitle students to make up assignments, tests, quizzes, and exams. Students are highly encouraged to communicate absences as soon as possible to their professors. Please refer to the IES Abroad Vienna Attendance Policy for a more precise overview of all attendance policies at IES Abroad Vienna and of grade penalties.

ACADEMIC INTEGRITY:

At IES Abroad Vienna, we hold ourselves to the highest standards of honesty and academic integrity. Any form of academic dishonesty undermines the principles of trust and fairness essential to a thriving learning community. As such, plagiarism and cheating are considered serious violations of our code of conduct, and students found engaging in such activities will face swift and severe consequences, ranging from a failing grade on an assignment, to an academic review and possible expulsion from the program.

USE OF AI:

The instructor will clarify if and how AI tools may be used, which may vary by assignment. In all cases, use of AI must be clearly acknowledged, and students remain fully responsible for the content they submit under their name.

Global brilliance begins here.®

Institute for the International Education of Students

Africa | Asia Pacific | Europe | Latin America

CONTENT:

Week	Topics & Vocabulary	Content	Assignments and Readings
INTENSIVE			
Week 1 & 2	Kap 4 Wien	Functional: - Talking about personal identity - Useful class language and phrases - Writing an e-mail, German format - Optimal B1 Kap. 4 <i>Blick auf Wien</i> Grammatical: - review Interrogatives - word order - articles, pers. pron., irr. verbs, modal verbs - da- wo- compounds Culture: - Breakfast specialties - Austria: provinces and neighboring countries/Vienna: districts - Viennese markets - Most/Sturm	Interviewing class mates in order to get to know each other Course related study: shopping at various open air markets in Vienna Presentation: open air markets in Vienna Work sheet: grammar exercises Work book: Kapitel 4 Reading comprehension: Sokolova, Q&A Listening comprehension: Touristen in Wien Test: grammar, vocabulary , Österreich+Wien, E-Mail-Format, Kap. 4
Week 3	Wohnort beschreiben Weggehen Kap 1	Functional: - Talking about home town - Useful class language and phrases - Writing an e-mail, German format - Kap. 4 <i>Musiker in Wien Wiener Kultur</i> - Kap.1 <i>Weggehen</i> Grammatical: - Präteritum, Modalverben Präteritum - coordinating, subordinating clauses - obwohl, trotzdem, deshalb, weil - indirekter Fragesatz - da- wo- compounds - warum, weshalb, weswegen, darum, deshalb, deswegen	Essay: Wohnort beschreiben Essay: short biography Work sheet: grammar exercises Work book: Kapitel 4 Reading comprehension: <i>Wiener Kultur</i> Listening comprehension: <i>Weggehen, Virginia T.</i> Test: Kap.4, 1 grammar/vocabulary/reading comprehension indir. questions

		Culture: • Coffee house • Klimt/Schiele Museum • Musiker in Wien	Oral exam: Dialog Lieblingsstadt/Wohnort/Markt Written Final Exam listening comprehension, reading comprehension, grammar, short essay, e-mail
SEMESTER PART 1/2			
Week 1	Mode/Kleidung/Materialien/Farben Kap 2	Functional: • Wrap-up Kap.1 • Kap.2 <i>Modechronik</i> • Über Mode sprechen Grammatical: • Artikelwörter und Substantiv: Genitiv/Dativ • Komparativ, Superlativ • besondere Adjektivendungen: viel etwas/rosa/-abel/hoch/ dunkel/ teuer • Adjektivendungen Culture: • Adidas • 1972 Olympische Spiele München • Loveparade Berlin	Dialog: Über Mode sprechen Listening comprehensions: Kleidung kaufen Umfrage „Mögen Sie Mode?“ Reading comprehension: Modechronik Work sheet: grammar exercises Work book: Kapitel 1+2
Week 2	Spracherfahrungen Kap 3 Verben	Functional: • Kap. 2 <i>Dialog Kleidung</i> • Kap. 3 <i>Über Spracherfahrungen sprechen</i> Grammatical: • Präpositionen: Genitiv/Dativ • Adjektive mit Komparativ + Superlativ • Review Perfekt Culture: • Karl Lagerfeld, Adidas • Museum Leopold: Klimt, Schiele, Kokoschka • Loveparade Berlin	Test: Kap. 1+2 vocabulary, comparisons, trotzdem/obwohl Workbook: Kapitel 1+2 Dialog: Kleidung kaufen Reading comprehension: Saskia Geiges Arbeitsblatt: Was tragen sie? Listening comprehension: Saskia Geiges Perfekt: Hilfszeitwort „sein“, „haben“

			Essay: Beschreiben/Vergleichen von Personen mit Komparativ, Superlativ, Farben, Kleidung
Week 3	Verben mit „zu“	Functional: - Kap. 3 Dingsda: description without mentioning the object Grammatical: - Review Verb+Verb im Infinitiv (ohne „zu“) - Verben und Ausdrücke mit „zu“+ Infinitiv - trennbare/nicht trennbare Vorsilben - review Perfekt Vocabulary: - Verben und Ausdrücke mit „zu“+ Infinitiv - Formen, Lage, Material, Größe, Farbe Culture: - Sprachaufenthalt im Ausland/Sprachprobleme - Ernst Jandl/Eugen Gomringer Gedichte (Opernball) Karl Lagerfeld	Dialog: Dingsda Workbook: Übungen Kapitel 2 + 3 Review „trotzdem“, „darum“, „deswegen“ Hausübung: Ivankas Leben Essay: Tagebucheintrag
Week 4	Kap5	Functional: - Leben zwischen Kulturen/bikulturelle Herkunft - Einen biographischen Text verstehen - Vermutungen äußern Grammatical: - Relative clauses Culture: - Äußerliche Merkmale einer Kultur - Vereinigung unterschiedlicher Kulturen in einer Person	Essay: Herkunft Workbook: Kapitel 5, Vermutungen/multikulturelles Aufwachsen, Relativsätze Reading Comprehension: Kim Baumann Listening Comprehension: Kim Baumann Test: Kapitel 2+3: Präpositionen Genitiv/Dativ, Verben Perfekt Kap3, deshalb:trotzdem:weil:obwohl

Week 5	Kap 5 summarize text Kindheit und Jugend	Functional: - Express feelings - Summarize a text Grammatical: - Relative clauses with prepositions - Relative clauses with Dative - Relative clauses „was, wo, woher, wohin“ Culture: - Bikulturelle Beziehungen	Workbook: Kap. 5 exercises um...zu, damit Essays: assumptions / summarizing text Reading comprehension: <i>Bikulturelle Beziehungen</i> Worksheet: Infinitive with "zu" versus modal verbs Midterm Exam
SEMESTER PART 2/2			
Week 6	Kap6 Bildbeschreibung	Functional: - Describing a painting - Expressing opinion on painting Grammatical: - Review preposition with Genitive "damit" versus "um...zu" "um...zu/ohne...zu/statt...zu" Culture: - Gabriele Münter/Carl Moll	Listening comprehension: Bilddiktat, Über Bilder sprechen, Die Eröffnung Workbook: Kapitel 6 exercises Essay: Textzusammenfassung
Week 7	"Glück haben" versus "glücklich sein" Kap 7	Functional: - Talking about luck, lucky charms and superstitions - TV habits Grammatical: - Futur - maskuline n-Deklination - zweiteilige Konnektoren: "nicht nur...sondern auch" - weder...noch/entweder...oder/sowohl...als auch" Culture: - Glücksbringer im deutschsprachigen Raum - Vergleich Fernsehen Europa/USA - Frühling: Bärlauch	Workbook: Kapitel 7 exercises Arbeitsblatt: n-Deklination Essay: Mein Glücksbringer Reading comprehension: Umfrage Fernsehen Glück – Zeitungsartikel Listening comprehension: Was ist Glück? „Heute im Ersten“

Week 8	Kap 8 Kochen/Küche	Functional: • Gespräche beim Essen • Rezepte verstehen und schreiben • Über Essgewohnheiten sprechen Grammatical: • Partizip I, II • Nebensatz mit „während“ • Passiv • Wortstellung Pronomen im Mittelfeld Culture: • Essgewohnheiten in Deutschland/Österreich • Seasonal, regional specialty: Bärlauch	Test Kapitel 7: grammar, vocabulary Workbook: Kapitel 8 exercises Arbeitsblatt: Wiederholung Personalpronomen Dat+Akk Stellung im Satz Dialog: Beim Essen Listening comprehension: Abendessen Rezept Reading comprehension: Esstraditionen in Deutschland + Fragen stellen Essay: Meine Essgewohnheiten
Week 9	Körperteile Unfall/Notfall Kap 9	Functional: • Über Essenstraditionen sprechen • Rezepte verstehen und schreiben • Über einen Unfall sprechen Grammatical: • Partizip I+II als Adjektive • Wortstellung Pronomen im Mittelfeld • Verben mit Reflexivpronomen • nicht brauchen zu/nicht müssen Culture: • Deutsches Essen • Ärzte ohne Grenzen / freiwillige Arbeit	Essay: Mein Lieblingsrezept Workbook: Kapitel 8 exercises Kapitel 9 Listening comprehension: Unfall; In der Arztpraxis Dialog mit einem Arzt Test: Kapitel 8 grammar, vocabulary
Week 10	Kap 10 je...desto	Functional: • Über die Wohnsituation sprechen • Konflikte ansprechen und lösen Grammatical: • Konjunktiv II (Wunsch, Bitte, Vorschlag) • (nicht) dürfen – (nicht) müssen • so dass Culture: • Obdachlosigkeit in Deutschland	Workbook: exercises Kap.10 Quiz: Konjunktiv II, Modalverben Listening comprehension +Test oral (Präsentation)
Week 11			Friday: Final Exam

**COURSE-RELATED TRIPS:**

During the semester, there will be two or three excursions to explore different aspects of Vienna. Students will be placed in authentic situations such as ordering pastries at a local bakery, choosing ice cream at a street stand, ordering Sachertorte and coffee at a traditional Viennese coffee house, or selecting produce and conversing with vendors at the Naschmarkt. Alternatively, they may join a German-language guided museum tour or attend a German-language performance, complementing class material and providing further insight into Vienna's rich artistic and cultural heritage.

REQUIRED READINGS:

- *Optimal B1: Lehrbuch und Arbeitsbuch, Langenscheidt*
- Additional handouts and materials provided by the instructor