



## GR 101 GERMAN LANGUAGE IN CONTEXT: NOVICE ABROAD I

IES Abroad Berlin

### DESCRIPTION:

This course is designed for students with little or no prior knowledge of the language. By the end of the course, the student will have developed a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of basic everyday needs in the host culture as described in the learning outcomes below.

**CREDITS:** 4

**CONTACT HOURS:** 60

**LANGUAGE OF PRESENTATION:** German

**PREREQUISITES:** None

### METHOD OF PRESENTATION:

Participation, homework, Moodle, field studies, presentations

### REQUIRED WORK AND FORM OF ASSESSMENT:

Participation – 30%

Presentations, field studies, Moodle – 10%

Weekly short exams – 20%

Midterm exam – 20%

Final exam – 20%

### LEARNING OUTCOMES:

By the end of the course, students will be able to achieve some of the outcomes for the Novice Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

A. Students will be able to meet basic everyday needs using verbal communication, to use compensatory strategies

I. when they do not know the word Intercultural C mmunication expression (repetition, body language, etc.), and to identify some basic nonverbal communication strategies.

B. Students will be able to recognize basic appropriate and inappropriate expressions and behaviors in the host language.

C. Students will be able to distinguish between basic representations of formality and informality in the language.

D. Students will start to make informed comparisons between the host culture and home culture.

#### II. Listening

A. Students will be able to understand most basic statements, requests, descriptions, and questions in specific cultural context relevant to them (interacting in class and with hosts, studying, shopping, transportation, meals). B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

#### III. Speaking

A. Students will be able to use some basic phrases appropriately in some everyday situations (at home, with new acquaintances, at the IES Abroad Center, in the community).

B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.

#### IV. Reading

- A. Students will be able to identify and understand simple sentences and deduce meaning from context if it is relevant to their studies.
- B. Students will be able to interpret main ideas in passages, short texts, and news headlines if they are relevant to them.
- C. Students will be able to use simple reading strategies (cognate recognition, skimming and scanning, identification of text types, etc.) in order to interpret main ideas.

#### V. Writing

- A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.
- B. Students will be able to send basic emails, text messages, and postcards, and fill out some basic forms.

#### ATTENDANCE POLICY:

For our up-to-date attendance and exam policy, see: <https://moodle.iesabroad.org/mod/page/view.php?id=1004317>.

#### CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
<b>Week 1</b>	<b>1. Functional:</b> <ul style="list-style-type: none"> <li>How to introduce oneself</li> <li>Talking about personal identity</li> <li>How to spell words and names</li> </ul> <b>2. Grammatical:</b> <ul style="list-style-type: none"> <li>Alphabet, pronunciation</li> <li>"sein" und "haben" present tense</li> <li>Personal pronouns (nominative)</li> <li>W-questions "Wer?, Wie? Woher?, Wo?"</li> </ul> <b>3. Vocabulary:</b> <ul style="list-style-type: none"> <li>Nationalities and languages</li> <li>Countries and continents</li> </ul> <b>4. Culture:</b> <ul style="list-style-type: none"> <li>Greetings in German-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>Asking and giving reason to study German</li> <li>Spelling and pronunciation games</li> <li>Role-play: My second identity</li> <li>Fill-in exercises: forms of <i>haben</i> und <i>sein</i></li> </ul>	II.A, III.A III.B, I.A I.D, IV.A, IV.B I.A, I.B., II.B, IV.A, V.A
<b>Week 2</b>	<b>1. Functional:</b> <ul style="list-style-type: none"> <li>Introducing oneself and others (formal and informal, <i>Sie</i> vs. <i>du</i>),</li> <li>Talking about personal identity</li> <li>Useful "class language" and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Interviewing classmates and teacher or staff</li> <li>Filling out a form with personal information</li> <li>Describing people: "Who am I?"</li> </ul>	I.A, I.C., II.A., III.A., IV.A., III.B., I.B, I.D.

	<ul style="list-style-type: none"> <li>Describing and guessing favorite or famous persons</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>Basic regular Verbs, the present tense</li> <li>Word order: Statement, W-Question</li> <li>W-Questions <i>Wie?</i>, <i>Was?</i>, <i>Warum?</i>, <i>Welche?</i></li> <li>Adverbs <i>schon</i> and <i>erst</i></li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Numbers</li> <li>Countries and nationalities</li> <li>Colors</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>The meaning of: Federal Republic of Germany, state</li> <li>Neighboring countries</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet <i>haben</i> oder <i>sein</i></li> <li>Nationalität und Sprache: Land, Menschen, Sprache</li> <li>Reading: Name - Land - Wohnort - Sprache - Alter - Hobby</li> <li>Discussing about "How to learn effective German?"</li> </ul>	
<b>Week 3</b>	<p><b>1. Functional:</b></p> <ul style="list-style-type: none"> <li>Talking about job/profession and hobbies</li> <li>Talking about free-time activities</li> <li>Giving personal information</li> </ul> <p><b>2. Grammatical:</b></p> <ul style="list-style-type: none"> <li>Word order: <i>Ja/Nein</i>- Questions</li> <li>Article words: definite/indefinite article, the zero article</li> <li>Nouns (genre and plurals)</li> <li>Conjunctions: <i>und</i>, <i>aber</i>, <i>oder</i></li> </ul> <p><b>3. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Cardinal numerals</li> <li>Job and profession</li> <li>Free-time activities</li> </ul> <p><b>4. Culture:</b></p> <ul style="list-style-type: none"> <li>Working life</li> </ul>	<ul style="list-style-type: none"> <li>Listening comprehension on Moodle</li> <li>Bingo and funny arithmetic problems to practice cardinal numerals</li> <li>Konjugationsspiel □ Sentence structure: Strukturen-Puzzle</li> </ul> <p>Worksheets:</p> <ul style="list-style-type: none"> <li>Berufe zuordnen (Bilder)</li> <li>Impulse questions: "Was ist dein Traumberuf?" and "Was sind deine Eltern von Beruf?"</li> <li>Pair work: Über Wohnort, Herkunft, Arbeitsplatz und Reiseziele sprechen</li> </ul>	II.A, V.A, III.A I.A,

<b>Week 4</b>	<p><b>1.Functional:</b></p> <ul style="list-style-type: none"> <li>Understanding and telling times</li> <li>Asking and answering questions about appointments</li> <li>Writing an informal email</li> </ul> <p><b>2.Grammatical:</b></p> <ul style="list-style-type: none"> <li>Pronoun <i>man</i></li> <li>Ordinal numbers (date and year)</li> </ul> <p><b>3.Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Times of the day</li> <li>Weather</li> </ul> <p><b>4.Culture:</b></p> <ul style="list-style-type: none"> <li>The meaning of time in Germany and the US</li> <li>Appointments, punctuality, clichés and stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Practising pronunciation</li> <li>covering accent marks for vowels</li> <li>Telling the time: <ul style="list-style-type: none"> <li>idiomatic expressions</li> </ul> </li> <li>Memory with clock</li> <li>pictures to practice times</li> <li>Interviewing a classmate: Wann machst du was (Aktivitäten)?</li> <li>Writing: Tagesablauf</li> <li>Worksheet: "Wann oder wie lange?"</li> <li>Quartett: a game of cards with "immer", "oft", "manchmal" and "nie"</li> <li>Writing an informal email with a predetermined email structure and vocabulary (students collect the vocabulary in groups)</li> </ul>	V.B, I.B, III.A, I.A, II.B,
<b>Week 5</b>	<p><b>1.Functional:</b></p> <ul style="list-style-type: none"> <li>Making appointments and planning activities</li> <li>Understanding cultural activities and offers</li> </ul> <p><b>2.Grammatical:</b></p> <ul style="list-style-type: none"> <li>Negation with <i>nicht</i> and <i>kein</i></li> <li>Review for midterm exam</li> </ul> <p><b>3.Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Review for midterm exam</li> <li>Months and seasons</li> </ul> <p><b>4.Culture:</b></p> <ul style="list-style-type: none"> <li>European Cities</li> <li>Comparing German and American schedules (plan of work/event)</li> </ul>	<ul style="list-style-type: none"> <li>Making plans for the weekend</li> <li>Group work: plan a group activity</li> <li>Reading comprehension using ws questions</li> <li>Fill-in exercises: kein / nicht</li> <li>Pair work: asking and answering questions (Frage deinen Partner/deine Partnerin): "haben oder nicht haben"</li> <li>Review for midterm exam - make a learning plan: How and what do you learn for the midterm? - talking about learning strategy</li> </ul>	III.B, V.A, IV.B, I.A, I.D, I.E, III.A,
<b>Week 6</b>	<b>Midterm exam</b>		

<b>Week 7</b>	<p><b>1.Functional:</b></p> <ul style="list-style-type: none"> <li>Talking about travel experiences and plans</li> <li>Talking about daily activities</li> </ul> <p><b>2.Grammatical:</b></p> <ul style="list-style-type: none"> <li>Accusative / direct object forms of the definite, indefinite, and negative articles</li> <li>Simple Past of <i>haben</i> and <i>sein</i></li> </ul> <p><b>3.Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Holiday, vacation, leisure, means of transport</li> <li>Vocabulary to describe cities and landscapes.</li> <li>Opposite Adjectives</li> </ul> <p><b>4.Culture:</b> German cities</p>	<ul style="list-style-type: none"> <li>Presentation: excursion to a German city</li> <li>Writing holiday emails</li> <li>Answering questions</li> <li>Useful adverbs and adjectives - talking in the classroom and filling in the missing words</li> <li>Gap texts (vocabulary and grammar)</li> <li>Fill-in exercises: accusative form</li> <li>Summary: Kleine (aber wichtige!) Wörter</li> </ul>	III.A, IV.A, V.A V.B, I.A.
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<b>Week 8</b>	<p><b>1.Functional:</b></p> <ul style="list-style-type: none"> <li>Expressing abilities, possibilities, obligations, wishes</li> <li>Talking and asking about prices</li> </ul> <p><b>2.Grammatical:</b></p> <ul style="list-style-type: none"> <li>Modal verbs in present tense: <i>können</i>, <i>möchten</i> and <i>müssen</i></li> <li>Word order for modal verbs</li> </ul> <p><b>3.Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Food, prices, meals</li> <li>Ingredients</li> <li>Healthy living</li> <li>Food-related adjectives</li> </ul> <p><b>4.Culture:</b></p> <ul style="list-style-type: none"> <li>German food</li> <li>Menus and meals in Berlin</li> </ul>	<ul style="list-style-type: none"> <li>Interviewing about "Was kannst du gut?" "Was musst du heute noch machen?" "Was möchtest du in Berlin erleben?"</li> <li>"Terminkalender" - pair work giving and understand information; einen Termin planen</li> <li>Role play: dialogue in a restaurant</li> <li>Internet research, and oral presentation about a typical German dish.</li> <li>Survey on a favorite cafe bar or restaurant in Berlin and field study - the students learn how to order in a real situation, they learn to understand a menu, to choose a favorite food or drink and to pay.</li> <li>Worksheets:             <ul style="list-style-type: none"> <li>sentence structure with modal verbs</li> <li>to order parts of sentences</li> </ul> </li> </ul>	II.A, III.A, I.B, V.A, I.A, I.C, III.B, IV.A, IV.B
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<b>Week 9</b>	<b>1.Functional:</b> <ul style="list-style-type: none"> <li>Talking about shopping, food and eating habits</li> <li>Asking in restaurants</li> <li>Asking about products and clothes.</li> </ul> <b>2.Grammatical:</b> <ul style="list-style-type: none"> <li>Irregular verbs in present tense</li> <li>Accusative as direct object</li> <li>Personal pronouns (nom. and acc.)</li> </ul> <b>3.Vocabulary:</b> <ul style="list-style-type: none"> <li>Shopping items, shops</li> <li>Clothes</li> </ul> <b>4.Culture:</b> Shopping in Berlin/Germany	<ul style="list-style-type: none"> <li>Reading dialogues</li> <li>Role play: dialogue in a shop</li> <li>Writing a shopping list (accusative forms)</li> <li>Interviewing a classmate about food               <ul style="list-style-type: none"> <li>Field study: Food market - the students practise the food vocabulary and useful phrases in a real situation, they make two</li> </ul> </li> <li>interesting pictures (from their own perspective) - presentation in the classroom</li> <li>Writing a menu for a restaurant.</li> <li>Reading: Infobox Landeskunde - Wurst und Brot</li> <li>Internet research and oral presentation about</li> <li>German brands</li> </ul>	I.C, I.B, II.A, III.B, I.A, I.D, II.B, III.A, IV.A, IV.B
<b>Week 10</b>	<b>1.Functional:</b> <ul style="list-style-type: none"> <li>Expressing likes/dislikes and preferences about leisure times</li> <li>Reading up about sport offers</li> </ul> <b>2.Grammatical:</b> <ul style="list-style-type: none"> <li>Modal verbs: <i>dürfen</i>, <i>wollen</i> and <i>mögen</i></li> <li>Conjunction <i>denn</i></li> <li>possessive pronouns</li> <li>comparative structures</li> </ul> <b>3.Vocabulary:</b> <ul style="list-style-type: none"> <li>Kinds of sport</li> <li>Places and activities in the city</li> </ul> <b>4.Culture:</b> <ul style="list-style-type: none"> <li>Typical music and districts in Berlin</li> </ul>	<ul style="list-style-type: none"> <li>Reading an article about marathon in Berlin</li> <li>Interview outside classroom and presentation in class</li> <li>The principle of comparative structures comparing cities: students collect adjectives for Berlin and an another city (which they visit during the break time) and compare them</li> <li>Free time activities: Writing a short text contrasting German and American people.</li> <li>Class project: deutsche Musik - internet research and presentation in groups</li> <li>Giving information and ideas: "Meine Berlin Bilder" - based on the song from Peter Fox "Schwarz zu blau"</li> <li>Comparing Berlin with hometown of students</li> </ul>	I.D, IV.B, I.A, I.B, II.B, III.A, V.A, II.A,
<b>Week 11</b>	<b>Final Exam</b>		