GR 101 GERMAN LANGUAGE IN CONTEXT: NOVICE ABROAD I
IES Abroad Vienna

DESCRIPTION:
This course is designed for students with little or no prior knowledge of the language. By the end of the course, the successful student will develop 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: 3 credits

CONTACT HOURS: 48 hours

LANGUAGE OF PRESENTATION: German

PREREQUISITES: None

METHOD OF PRESENTATION:
Oral and written exercises, field-trips (Naschmarkt, Kaffeehaus, city walk, etc.)

REQUIRED WORK AND FORM OF ASSESSMENT:
Regular attendance and participation in class work, regular assignments, quizzes and tests; finals at the end of Intensive (oral and written).

- oral performance (class work, participation, presentation of dialogues) - 40%
- homework (written) - 10%
- tests and quizzes - 25%
- final (written) - 25%

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:

I. Intercultural Communication
   A) Students will be able to meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
   B) Students can 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 (interactions 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 understand most basic statements, requests, descriptions, and questions in specific cultural context relevant to them (interactions 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.

IV. Reading
A) Students will be able to identify and understand basic sentences.
B) Students will be able to interpret main ideas in short and simple texts as well as news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.
C) Students will be able to use basic reading strategies (cognate recognition, scanning for meaning, 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, postcards, and fill out some basic forms.

CONTENT:

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
<th>Corresponding Learning Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1 &amp; 2</td>
<td>1. Functional:</td>
<td>• Interviewing class mates in order to get to know each other</td>
<td>I.A, I.C, II.A, III.A, III.B, IV.A, V.A</td>
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<td></td>
<td>• Information about persons. Greetings and introduce yourself.</td>
<td>• Asking what languages you have learned</td>
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<td>• Useful phrases to start a conversation.</td>
<td>• Writing dialogues introducing people</td>
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<td></td>
<td>2. Grammatical:</td>
<td>• Worksheets on conjugation, Filling in missing verbs</td>
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<td>• Interrogatives W-Fragen/ Ja-Nein Fragen)</td>
<td>• Chapter 1 in textbook</td>
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<td>• Word order</td>
<td>• Pronouncing names in German</td>
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<td></td>
<td>• Personal pronouns(nominativ)</td>
<td>• Memorizing frequently used questions and answers (Woher kommst du? Wie ist die Adresse?....)</td>
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<td>• Definite and indefinite articles</td>
<td>• Test 1</td>
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<td>• “Sie” or “du” when you speak with persons</td>
<td>• Interviewing class mates in order to get to know each other</td>
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<td>• Prepositions: aus, aus der, in,</td>
<td>• Asking what languages you have learned</td>
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<td>• substitute names; er, sie</td>
<td>• Writing dialogues introducing people</td>
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<td>3. Vocabulary:</td>
<td>• Worksheets on conjugation, Filling in missing verbs</td>
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<td></td>
<td>• Numbers</td>
<td>• Chapter 1 in textbook</td>
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<td></td>
<td>• Alphabet,</td>
<td>• Pronouncing names in German</td>
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<tr>
<td></td>
<td>• Countries</td>
<td>• Memorizing frequently used questions and answers (Woher kommst du? Wie ist die Adresse?....)</td>
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<td></td>
<td>• Cities,</td>
<td>• Test 1</td>
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<td></td>
<td>• Languages</td>
<td>• Interviewing class mates in order to get to know each other</td>
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<td></td>
<td>• Address</td>
<td>• Asking what languages you have learned</td>
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<td></td>
<td>• Telephone number</td>
<td>• Writing dialogues introducing people</td>
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</table>
| Weeks 3 & 4 | 1. Functional: Continue Chapter 2 Lehrbuch Optimal A1  
- Arrival: Asking and describing the way,  
- Ask for a city map and find a hotel, ask for a room and register (fill out a form), information about a city and about your home-town  
2. Grammatical:  
- More Interrogatives,  
- Word order  
- Accusative  
- Articles  
- Ordinal numbers  
- Negation: nicht-kein  
- Modal verbs  
3. Vocabulary:  
- Town, buildings (with articles)  
- institutions, streets, districts,  
- “shopping-eating-drinking”  
- Useful phrases when shopping or ordering food  
4. Cultural: Vienna’s Coffeehouse tradition, shopping and tipping  
5. In Chapter 3, Music in Vienna |  
| Weeks 5 & 6 | 1. Functional: Starting Chapter 4 Lehrbuch Optimal A1  
- Daily routine, time (Wie spät ist es?)  
2. Grammatical:  
- verbs with separable prefixes (learning verbs by putting them in  
- Pairwork: Daily routine  
- Oral Tests: Dialogues on all topics we learned in the six weeks of German, Introduce a person, Finding the way, Coffeehouse or Restaurant, Market, Hotel  | I.A, I.B, I.D, II.A, II.B, III.A, III.B, IV.A, IV.B, V.A |
<table>
<thead>
<tr>
<th>chronological order (aufstehen, anziehen...)</th>
<th>• Final</th>
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<tbody>
<tr>
<td>• Question; “Wann”? (um) „Wie spät ist es? (Es ist.....Uhr)</td>
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<tr>
<td>• Wen? Was? Accusative</td>
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3. Vocabulary:
- Learn words in phrases
- (Zeitung lesen, in der Nacht schlafen..)

4. Cultural: time expressions in German, working and leisure time

REQUIRED READING:
- Course Reader: Deutsch für IES-Studenten (created by IES Abroad language teachers)
- OPTIMAL A1 Lehrbuch Kapitel: 1, 2, 3, 4, 5; (outlines) (Müller, Rusch, Scherling, Wertenschlag, Lemcke, Schmidt und Schmitz)
- Handouts (usually each lesson) made up by the teachers according to the needs of students