



**GR 301 GERMAN LANGUAGE IN CONTEXT: EMERGING INDEPENDENT I**  
IES Abroad Vienna

**DESCRIPTION:**

Review of first-year grammatical principles, analysis of more complex texts, aural/oral exercises based on current events, short essays and written summaries. The course aims to take students a further step towards being fully capable of freely communicating with native speakers on current and randomly chosen topics, extending beyond everyday situations.

**CREDITS:** 3 credits

**LANGUAGE OF PRESENTATION:** German

**PREREQUISITES:** Two semesters of college/university level German or equivalent.

**METHOD OF PRESENTATION:**

Oral and written exercises based on texts and videos; excursions (cafes, museums, etc.)

**REQUIRED WORK AND FORM OF ASSESSMENT:**

Regular attendance and participation in class work, regular assignments, oral presentations, classroom discussions, quizzes, midterm exam, comprehensive final exam.

**LEARNING OUTCOMES:**

Students who are placed in this level should have achieved the outcomes in the Novice Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*.

By the end of the course, students will be able to achieve some of the outcomes for the Emerging Independent 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) Increasingly, students will be able to make informed comparisons between the host culture and the students' home cultures.
  - B) Students will be able to distinguish between verbal and non verbal communication that reflects politeness, formality, or informality.
  - C) Students will be able to recognize simple patterns of intonation and their meaning.
  - D) Students will be able to solve some daily unexpected situations and meet needs with limited help.'
- II. Listening
  - A) Students will be able to understand some interactions (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
  - B) Students will be able to understand direct requests, questions, and simple conversations on familiar and concrete topics.
- III. Speaking
  - A) Students will be able to talk to a limited extent about persons and things in their immediate environment, as well as their plans and their experiences.
  - B) Students will be able to address moderately complicated situations involving familiar subjects.
- IV. Reading
  - A) Students will be able to read passages and uncomplicated longer texts (simple narratives, detailed instructions, etc.) on familiar topics and understand the general meaning.

- B) Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.

V. Writing

- A) Students will be able to communicate with some effectiveness through notes, emails, and simple online discussions and chats.
- B) Students will be able to write short essays on concrete topics of limited levels of complexity and accuracy, although with reliance on the communicative patterns of their native language.

**CONTENT:**

Week	Content	Assignments	Corresponding Learning Outcome(s)
Weeks 1 & 2	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Information about persons</li> <li>• Daily routine</li> <li>• The coffeehouse (field trip)</li> </ul> <p><b>Functional :</b></p> <ul style="list-style-type: none"> <li>• Talking about personal identity and origin</li> <li>• Useful class language and phrases</li> <li>• Talking about the daily routine</li> <li>• Review of numbers</li> <li>• Telling the time</li> <li>• The coffeehouse in Austria</li> </ul> <p><b>Grammatical:</b></p> <ul style="list-style-type: none"> <li>• Forms of address: Du or Sie</li> <li>• Interrogatives (W-Fragen, Ja/Nein-Fragen)</li> <li>• conjugation of regular, irregular and separable verbs in present tense</li> <li>• Word order</li> <li>• Coordinating Conjunctions</li> <li>• Subordinating conjunctions: weil, wenn</li> <li>• Pronoun “man”</li> <li>• Definite and indefinite article in all cases</li> <li>• Time expressions</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Useful phrases for coffee and coffeehouse</li> <li>• Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing classmates to get to know each other, introducing the partner in class</li> <li>• Reading short texts about people’s identity</li> <li>• Analysis of mistakes</li> <li>• Crossword (conjugation of verbs)</li> <li>• Game (conjugation of verbs)</li> <li>• Fill-in exercises: verbs, cases</li> <li>• Training of time expressions</li> <li>• Listening “Im Kaffeehaus”</li> <li>• Reading a dialogue “In the coffeehouse”</li> <li>• Playing short dialogues: How to order in a coffeehouse</li> <li>• Reading a text about the Austrian coffeehouse</li> <li>• Reading a text about the Sachertorte</li> <li>• Ordering in a coffeehouse</li> <li>• Presenting the dialogues “In the coffeehouse” in class</li> <li>• Listening to a song “Aber bitte mit Sahne” by the Austrian singer Udo Jürgens</li> </ul> <p><b>Excursion:</b> Quiz in the coffeehouse</p> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Write a text about yourself</li> </ul>	<p>I.A., I.B., I.C., I.D.            II.A., II.B.            III.A., III.B.            IV.A., IV.B.            V.A., V.B.</p>

	<ul style="list-style-type: none"> <li>• Many verbs</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>• The coffeehouse (various names for coffee)</li> <li>• Typical Austrian/Viennese pastries)</li> </ul> <p><b>Excursion:</b> Visit to the Palmenhauscafé</p>	<ul style="list-style-type: none"> <li>• Write about the daily routine of yourself and your partner</li> <li>• Write a dialogue “In the coffeehouse”</li> </ul>	
<p><b>Weeks 3 &amp; 4</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Austria and its states</li> <li>• The Naschmarkt (field trip)</li> <li>• Plans for the weekend</li> <li>• Song “Wien-Berlin”</li> </ul> <p><b>Functional:</b></p> <ul style="list-style-type: none"> <li>• Learning about Austria, the Austrian states and capitals, some interesting facts</li> <li>• The Naschmarkt</li> <li>• Talking about plans for the weekend in Vienna or Austria</li> </ul> <p><b>Grammatical:</b></p> <ul style="list-style-type: none"> <li>• Modal verbs in present, past and present perfect tense (wordorder)</li> <li>• Future 1 (Wordorder)</li> <li>• Coordinating and subordinating conjunctions</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• States and capitals of Austria</li> <li>• Naschmarkt (food, fruits, vegetables, spices)</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>• Austria, its states and capitals</li> <li>• Naschmarkt, supermarkets, open markets in Vienna</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the Austrian states and capitals</li> <li>• Reading a text about Austria</li> <li>• Interviewing a partner with modal verbs</li> <li>• Fill-in exercises: modal verbs, future 1, coordinating and subordinating conjunctions</li> <li>• Listening “Auf dem Naschmarkt”</li> <li>• Reading a text about „The Naschmarkt“</li> <li>• Playing short dialogues “Auf dem Naschmarkt”</li> <li>• Playing a longer dialogue in class „Auf dem Naschmarkt“</li> <li>• Reading various Austrian texts about the plans of people for the next weekend</li> <li>• Looking for “Austrian expressions” and English words in German texts</li> <li>• Interviewing the partner about his/her plans for the weekend</li> <li>• Reading a current newspaper article</li> <li>• Listening the song “Wien-Berlin” by Keiner mag Faustmann</li> <li>• Talking about the song and the band</li> <li>• Reading a text about the young band</li> </ul>	<p>I.A., I.B., I.C., I.D.  II.A., II.B.  III.A., III.B.  IV.A., IV.B.  V.A., V.B.</p>

		<ul style="list-style-type: none"> <li>Talking about some instruments</li> <li>Watching the music clip “Wien-Berlin”, talking about the clip</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Write a dialogue „Auf dem Naschmarkt“</li> <li>Write an email about your plans for the next weekend</li> </ul>	
<b>Weeks 5 &amp; 6</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>A personal letter</li> <li>The City hall (field trip)</li> <li>From one place to another (Unit 1)</li> </ul> <p><b>Functional:</b></p> <ul style="list-style-type: none"> <li>Talking about the City hall</li> <li>Listening the song “Wien-Berlin” by Keiner mag Faustmann</li> <li>Talking about travel experiences</li> </ul> <p><b>Grammatical:</b></p> <ul style="list-style-type: none"> <li>Present perfect tense</li> <li>Word order</li> <li>Indirect questions</li> <li>Conjunctions: <i>deshalb, darum, deswegen, aus diesem Grund</i></li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>The City hall</li> <li>Travel experiences</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>The City Hall</li> <li>Travel experiences and culture shock</li> </ul> <p><b>FINAL TEST</b></p>	<ul style="list-style-type: none"> <li>Reading a letter about the study stay in Austria</li> <li>Reading about the City hall</li> <li>Talking about the City hall (likes/dislikes)</li> <li>Fill-in exercise: vocabulary</li> <li>Doing research in the Internet</li> <li>Reading short statements of people’s travel experiences</li> <li>Listening about the life and travel experiences of Virginia, who works for a tourist agency</li> <li>Fill-in exercises: conjunctions</li> <li>Training of indirect questions in discussions and partner interviews</li> <li>Interviewing one classmate about his/her travel experiences</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Write a personal letter about the study stay in Austria</li> <li>Write a newspaper article about the travel experiences of your partner/ of yourself!</li> </ul>	<p>I.A., I.B., I.C., I.D.  II.A., II.B.  III.A., III.B.  IV.A., IV.B.  V.A., V.B.</p>

**REQUIRED READING:**

- Sparks, Kimberly, and Van Horn Vail. German in Review. 2nd ed. New York: Harcourt Brace Jovanovich, 1986.
- Der Weg zum Lesen. 2nd ed. New York: Harcourt Brace Jovanovich, 1974.
- Grammar and exercises in form of handouts; current newspapers; video tapes (All materials available at IES Abroad Vienna.)



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