



Course Aims

This course is an unrestricted elective (UE) for any undergraduate student with an interest in the German language, culture, study and work life, but with no previous knowledge of the language. LG9001 will teach you basic German to the level of A1.1 according to the Common European Framework of Reference for Languages (CEFR). Using a learner-centric teaching approach and a broad range of classroom and online activities, you will learn the basics of German through the four fundamental language skills; reading, writing, listening, and speaking. Thus, this course will be beneficial for you to travel, study, and work in Germany or for German companies. Learning German might make you more employable in a globalised economy.

Intended Learning Outcomes (ILO)

After completing LG9001 you will be able to:

1. Identify information provided in simplified German texts and audio files.
2. Ask and answer basic questions about yourself, your family, food, living, and hobbies.
3. Apply learnt German grammatical concepts to simple phrases.
4. Write short essays in German, using learned grammar and vocabulary about a familiar topic.
5. Create and act a short role-play in German.

Course Content

List of Topics Covered:

- Alphabet
- Numbers
- Greetings
- Countries
- Sentence structure: statements and questions
- W/H-questions: question words
- Y/N-question structure
- Verb conjugation: regular and irregular patterns
- Form of address: formal versus informal
- Introducing and asking for information
- Subject person pronouns (Nominative)
- Conjunctions (*und, oder, aber, denn*)
- Articles: definite articles, indefinite article, zero article, and plural forms
- Possessive pronouns/Nominative
- Negation with *kein*
- Plural forms
- Prices, weights and quantifiers (p39)
- Accusative: articles in the accusative
- Talking about your favourite food (*Lieblings-*; use of adverb *gern*)
- Adverbials: types and position in sentence structure
- Adjectives and negation with *nicht* (p49)
- Use of *kein/nicht* and conjunction *sondern*
- Furniture
- Expressing preference: *finden/gefallen*
- Colours

- Telling the time: *offiziell* versus *gesprochen*
- Separable verbs: conjugation and sentence structure
- Times of the day, days of the week, and months
- Prepositions of time and periods of time
- Questions with *wann*
- Daily routine and schedule
- Sentence structure with time indicators and multiple time indicators
- Seasons
- Recreational activities

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Continuous Assessment 1 (CA1): Oral 1	2 and 3	Competence, Civic-mindedness (Global Citizenry, Communication, Character)	20%	Team	Appendix 2: speaking - learnt grammar/ content/ fluency/ pronunciation
2. Continuous Assessment 2 (CA2): eQuiz	3	Competence, Civic-mindedness (Global Citizenry), Character	10%	Individual	writing
3. Continuous Assessment 3 (CA3): Written Assessment	1, 2, 3, and 4	Competence, Civic-mindedness (Global Citizenry), Communication	30%	Individual	Appendix 1: writing, listening, reading
4. Continuous Assessment 4 (CA4): Oral 2	2, 3 and 5	Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character	30%	Team	Appendix 3: speaking - content and creativity/ fluency/ pronunciation/ learnt grammar
5. Continuous Assessment 5 (CA5): Participation	All	Competence, Civic-mindedness (Global Citizenry), Communication, Character	10%	Individual	Appendix 4: speaking, listening, reading, writing
Total			100%		

Formative feedback

You will be provided with feedback on your orals and all written assessments. Feedback on Oral 1 is in the form of marks and verbal feedback. The eQuiz will provide you with a score and information on correct and incorrect answers immediately after submission. The digital feedback is useful in the preparation for the Written Assessment, which is conducted in the week after. The Written Assessment will be returned to you for viewing to provide you with valuable feedback on your learning progress before Oral 2.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Student as Partners	Learner driven learning using pre- and post-class digital materials, teamwork, and assistance through student mentors. Most of the larger grammatical concepts are taught through pre-class online interactive videos. These concepts are then practiced in pair and/or teamwork during class time. In the classroom teacher-student and student-student communication in the target language is important to facilitate learning. Grammatical concepts are further enforced through post-class exercise online or in the textbook. The module encourages questioning, while relying on peer teaching by deflecting questions to peers or student-mentors (senior students).

Reading and References

Schritte International Neu 1, Kursbuch und Arbeitsbuch, Hueber Verlag

Course Policies and Student Responsibilities

1. General

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

2. Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities. Please note that you will be awarded a zero grade if you do not attend any of your assessments, including eAssessments.

In order to be eligible for a re-test you have to inform your tutor and the German language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence you will be granted an alternative test date.

If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

3. Online Assignments

You are required to attempt your online assignments during the scheduled time. The eWorksheets allow multiple attempts and the highest score will be considered. This is a part of your participation mark. The eQuiz allows only one attempt and has to be attempted completely alone. It allows the usage of your textbook, grammar notes and personal notes, but does absolutely forbid any assistance beyond this. Any assistance or collaboration will be considered a form of academic dishonesty and will be treated as such.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topics	Cour se ILO	Readings/Activities
Week 1	NO LESSONS		
Week 2 Lesson 1	Lektion 1 <ul style="list-style-type: none"> • Alphabet (p16 + GN) • Numbers 1 – 1000000 (p27 + GN) • Greetings (p12) 	1,2,3	<ul style="list-style-type: none"> • LWS Lektion 1 • AB Lektion 1 A • eWorksheet • GN
Lesson 2	Lektion 1 <ul style="list-style-type: none"> • Introductions (p13) • Sentence structure: statements and questions (GN) • <i>TTC: 3er Gruppe</i> • W/H-questions: question words (p13) • Y/N-question structure • Introductions: formal versus informal (p15) • Spelling your name (p16) • Address (p17) 	1,2,3	eLesson 1 – to be watched before attending Lesson 2 <ul style="list-style-type: none"> • AB Lektion 1 B, D, E • eWorksheet • GN
Week 3 Lesson 3	Lektion 1 <ul style="list-style-type: none"> • Countries (p14) • Verb conjugation: regular and irregular patterns (GN) • <i>TTC: inner-outer circle</i> • AB Test Lektion 1 • <i>Visitenkarten (activity)</i> • <i>Zahlenbingo</i> 	1,2,3	eLesson 2 – to be watched before attending Lesson 3 <ul style="list-style-type: none"> • AB Lektion 1 C • eWorksheet • GN eWorksheet 1 – to be submitted by Friday week 3 at 10pm
Lesson 4	Lektion 2 <ul style="list-style-type: none"> • Form of address: formal versus informal (p24) • Personalien (p27) • Articles: definite articles, indefinite article, zero article, and plural forms (GN) 	1,2,3	<ul style="list-style-type: none"> • LWS Lektion 2 • AB Lektion 2 A, D • eWorksheet • GN
Week 4 Lesson 5	Lektion 2 <ul style="list-style-type: none"> • Subject person pronouns (Nominative) (p26) • Conjunctions: <i>und, oder, aber, denn</i> (GN) • <i>Kettenspiel</i>: pronouns and conjunctions (p32) • Introducing and asking for information (p33) • <i>Stille Post</i> 	1,2,3	<ul style="list-style-type: none"> • AB Lektion 2 C • eWorksheet • GN

Lesson 6	Lektion 2 <ul style="list-style-type: none"> • Family (p25, 29) • Possessive pronouns in the Nominative (p25) • <i>Übung: Possessivpronomen</i> • <i>TTC: 3er Gruppe – schreiben/vorlesen</i> • Deutschland (p28) 	1,2,3	eLesson 3 – to be watched before attending Lesson 6 <ul style="list-style-type: none"> • AB Lektion 1 B, E • eWorksheet
Week 5 Lesson 7	Lektion 2 <ul style="list-style-type: none"> • AB Test Lektion 2 • <i>Familienratespiel</i> • <i>Zungenbrecher</i> • <i>Speed Dating</i> 	1,2,3	eWorksheet 2 – to be submitted by Wednesday week 5 at 10am
Lesson 8	Lektion 3 <ul style="list-style-type: none"> • Negation with <i>kein</i> and <i>keine</i> (p36) • Plural forms (p37) • <i>TTC: inner-outer circle</i> • Lebensmittelalphabet (p44) • „Stadt-Land-Fluss“ 	1,2,3	eLesson 4 – to be watched before attending Lesson 8 <ul style="list-style-type: none"> • LWS Lektion 3 • AB Lektion 3 A, B • eWorksheet
Week 6 Lesson 9	Lektion 3 <ul style="list-style-type: none"> • Y/N questions with <i>haben</i> (p38) • Accusative case (GN) • <i>TTC: 3er Gruppe – schreiben/Tafel</i> • Accusative: composition and peer-marking • <i>Hunger</i> and <i>Durst</i> (p45) • <i>Kimspiel</i> 	1,2,3	eLesson 5 – to be watched before attending Lesson 9 <ul style="list-style-type: none"> • AB Lektion 3 C • eWorksheet • GN
Lesson 10	Lektion 3 <ul style="list-style-type: none"> • Prices • Weights and quantifiers (p39) • <i>wie viel</i> and <i>wie viele</i> (p39) • <i>Einkaufspiel</i> 	1,2,3	<ul style="list-style-type: none"> • AB Lektion 3 E • eWorksheet
Week 7 Lesson 11	Lektion 3 <ul style="list-style-type: none"> • Talking about your favourite food (Lieblings-; use of adverb <i>gern/gerne</i>) (p40, 41) • AB Test Lektion 3 • <i>Partnerinterview</i> 	1,2,3	<ul style="list-style-type: none"> • eWorksheet • GN eWorksheet 3 – to be submitted by Wednesday week 7 at 10am
Lesson 12	Oral 1	2,3	CA1 : Oral 1
	NO LESSONS – RECESS WEEK		
Week 8 Lesson 13	Lektion 4 <ul style="list-style-type: none"> • House and Home (p48) • Rooms (p48) • Adjectives and negation with <i>nicht</i> (p49 + GN) • <i>TTC: Gruppe</i> • <i>Partnerübung: Negation (writing)</i> 	1,2,3 ,4	eLesson 6 – to be watched before attending Lesson 13 <ul style="list-style-type: none"> • LWS Lektion 4 • AB Lektion 4 A, B • eWorksheet • GN
Lesson 14	Lektion 4 <ul style="list-style-type: none"> • Furniture (p50) • Colours (p51) 	1,2,3 ,4	<ul style="list-style-type: none"> • AB Lektion 4 C • eWorksheet

	<ul style="list-style-type: none"> • Use of <i>kein/nicht</i> and conjunction <i>sondern</i> • Expressing preference: <i>finden/gefallen</i> (p51) • Preferences: <i>Sommerwimmelhaus</i> (writing) 		
Week 9 Lesson 15	Lektion 4 <ul style="list-style-type: none"> • Adverbials: types and position in sentence structure; TMP – ZMO (GN) • <i>TTC: Schreibübung</i> • <i>Kimspiel</i> • <i>Ratespiel</i> 	1,2,3 ,4	eLesson 7 – to be watched before attending Lesson 15 <ul style="list-style-type: none"> • eWorksheet • GN
Lesson 16	Lektion 4 <ul style="list-style-type: none"> • Classifieds (p52) • Reading comprehension (p53, 56) • Zimmer frei (p56) • AB Test Lektion 4 	1,2,3	eWorksheet 4 – to be submitted by Thursday week 9 at 10pm <ul style="list-style-type: none"> • AB Lektion 4 D, E CA2: eQuiz Friday from 6am to 9am
Week 10 Lesson 17	CA Classroom Written Assessment	1,3,4	CA3: Written Assessment
Lesson 18	Lektion 5 <ul style="list-style-type: none"> • Telling the time: <i>offiziell</i> versus <i>gesprachen</i> (p61) • <i>Exercise: offiziell to gesprochen</i> 	1,2,3	<ul style="list-style-type: none"> • LWS Lektion 5 • AB Lektion 5 B • eWorksheet
Week 11 Lesson 19	Lektion 5 <ul style="list-style-type: none"> • Separable verbs: conjugation and sentence structure (p60) • Separable verbs with adverbials (p60) • Satzklammer; TMP – ZMO (GN) 	1,2,3	<ul style="list-style-type: none"> • AB Lektion 5 A • eWorksheet • GN
Lesson 20	Lektion 5 <ul style="list-style-type: none"> • Prepositions of time and periods of time (p 62) • Questions with <i>wann</i> (p62) • Times of the day, days of the week, and months (p63) • Sentence structure with time indicators and multiple time indicators (p63, 69) • Position of time adverbials (p63) 	1,2,3	<ul style="list-style-type: none"> • AB Lektion 5 C, D • eWorksheet
Week 12 Lesson 21	Lektion 5 <ul style="list-style-type: none"> • Opening hours (p64) • Daily routine and schedule (p62, 68) • AB Test Lektion 5 • <i>Partnerinterview-Zeiten</i> 	1,2,3	<ul style="list-style-type: none"> • LWS Lektion 6 • AB Lektion 6 A, B • eWorksheet eWorksheet 5 – to be submitted by Wednesday week 12 at 10am
Lesson 22	Lektion 6 <ul style="list-style-type: none"> • Recreational activities (p75) • Vowel changing verbs: <i>lesen, treffen, fahren, and schlafen</i> (p75) • Travel destination: D-A-CH (p76-77) • <i>Kettenspiel</i> 	1,2,3	<ul style="list-style-type: none"> • AB Lektion 6 D, E • eWorksheet

Week 13 Lesson 23	Lektion 6 <ul style="list-style-type: none"> • Vowel changing verbs: <i>nehmen, möchten</i> (p73) • Use of <i>doch</i> (p74) • Return of CA-Written Assessment 	1,2,3	<ul style="list-style-type: none"> • AB Lektion 6 B, C eWorksheet 6 – to be submitted by Wednesday week 13 at 10am
Lesson 24	Oral 2	2,3,5	CA4: Oral 2 (Group)

Appendix 1: Assessment Criteria for Essay in CA3 Written Assessment

Content (6 points)

5-6 points:	<ul style="list-style-type: none"> • All requested content is covered in detail. • Content goes beyond of what is requested.
3-4 points:	<ul style="list-style-type: none"> • Most requested content is covered. • Only some parts of the content are covered in detail.
1-2 points:	<ul style="list-style-type: none"> • Most requested content is covered. • None or few parts of the content are covered in detail.
0 points:	<ul style="list-style-type: none"> • Content is irrelevant.

Grammar (24 points)

23-24 points:	<ul style="list-style-type: none"> • All grammatical content covered in class has been used successfully.
19-22 points:	<ul style="list-style-type: none"> • All grammatical content covered in class has been used and mostly used successfully. • Few grammatical errors. • No systematic errors.
15-18 points:	<ul style="list-style-type: none"> • Most grammatical content covered in class has been used and mostly used successfully. • Systematic errors only in one or two structures.
11-14 points:	<ul style="list-style-type: none"> • Some grammatical content covered in class has been used. • Many grammatical errors. • Several systematic errors, even in basic structures.
6-10 points:	<ul style="list-style-type: none"> • Grammatical content covered in class has been used, but many structures were avoided. • Frequent grammatical errors. • Many systematic errors, even though direct translation from English.
0-5 points:	<ul style="list-style-type: none"> • Shows no grammatical competence. • Largely copied from the reading comprehension.

Style and Structure (20 points)

19-20 points:	<ul style="list-style-type: none"> • Diverse and with variation of expression. • Logical structure. • Creative use of learnt vocabulary and learnt conjunctions.
15-18 points:	<ul style="list-style-type: none"> • Variation of expression was attempted. • Mostly logical structure. • Good use of learnt vocabulary and most learnt conjunctions.
11-14 points:	<ul style="list-style-type: none"> • Little variation of expression. • Somewhat logical structure. • Mostly comprehensible. • Some problems with learnt vocabulary. • Some of the learnt conjunctions are successfully used. • Maximum 11 points if required word count was not met or not indicated.
6-10 points:	<ul style="list-style-type: none"> • Very repetitive. • No logical structure. • Difficult to comprehend. • Problems with learnt vocabulary. • Learnt conjunctions are not successfully used.
0-5 points:	<ul style="list-style-type: none"> • Major difficulties to comprehend the text.

Appendix 2: Assessment Criteria for CA1: Oral 1

A. Learnt Grammar _____ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	26-25	24-23	22-21	20-19	18	17-16	15	14-13	12	11-0

B. Content and Quality of Questions _____ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	26-25	24-23	22-21	20-19	18	17-16	15	14-13	12	11-0

C. Fluency and Appropriateness of Responses _____ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

D. Pronunciation _____ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

Total: _____ / 100 points

Appendix 3: Assessment Criteria for CA4: Oral 2

Research and Creativity (Group) _____ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	26-25	24-23	22-21	20-19	18	17-16	15	14-13	12	11-0

B. Fluency _____ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	26-25	24-23	22-21	20-19	18	17-16	15	14-13	12	11-0

C. Pronunciation _____ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

D. Learnt Grammar _____ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

Total: _____ / 100 points

Appendix 4: Assessment Criteria for CA5 Participation

The marks (100) are calculated based on two components:

1. eWorksheets
2. Classroom participation

1. eWorksheets (50 points):

Students need to complete all eWorksheets.

- Full marks if all eWorksheets were attempted and submitted with 80% or higher.
- 10 marks deduction for each eWorksheet that was not attempted or submitted with 0-10 points.
- 5 marks deduction for each eWorksheet attempted and submitted below 80%.

2. Classroom participation (50 points)

Students ought to participate actively in all classroom activities.

Active participation:

- 50 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 30 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 10 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Is sometimes unprepared.
- 0 points for students who show no active participation, who do not participate in group discussions, and is not prepared.