



Course Aims

This course is an unrestricted elective (UE) for any undergraduate student who already possess an introductory level of proficiency in the language equivalent to LG9001. LG9002 will teach you the fundamentals of the German language to the level of A1.2 (CEFR). Through facilitation and a learner-centric teaching approach you will develop your German language ability in the four fundamental language skills; reading, writing, listening, and speaking. Thus, this course will enhance your understanding of the German language and culture through a variety of classroom and online exercises and experiences.

Intended Learning Outcomes (ILO)

After completing LG9002 you will be able to:

1. Identify information provided in simple German texts and audio files.
2. Ask and answer questions about yourself, travelling, health, and study and work life.
3. Apply learnt German grammatical concepts to German phrases.
4. Write short essays in present and past tense, using learned grammar and vocabulary.
5. Create and act impromptu and pre-rehearsed role-plays in German.

Course Content

List of Topics Covered:

- Weather
- Work and professions
- Modal verbs *möchten*, *können* and *wollen*
- Sentence structure of sentences with modal verbs
- Present perfect tense (*Perfekt*)
- Subjunctions: *weil*, *wann*, *dass*, *so dass*, and *ob*
- Travel
- Modal verbs *müssen* and *dürfen*
- Giving instructions with *man*
- Simple past tense (*Präteritum*)
- Prepositions of time in the *Dativ* and *Akkusativ* case
- Articles in the *Dativ* case
- Question words *seit wann* and *wie lang*
- Imperative
- Direct speech
- Health
- Parts of the body
- Modal verb *sollen*
- Expressing pain, recommendations and remedies
- Adjective declination
- Making appointments

Assessment (includes both continuous and summative assessment)

| Component | Course LO Tested | Related Programme LO or Graduate Attributes | Weighting | Team/ Individual | Assessment Rubrics |
|--|-------------------|---|-------------|------------------|--|
| 1. Continuous Assessment 1 (CA1): Oral 1 | LO 3 and 5 | Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character | 20% | Team | Appendix 2: speaking – content and creativity/ learnt grammar/ fluency/ pronunciation |
| 2. Continuous Assessment 2 (CA2): eQuiz | LO 3 | Competence, Civic-mindedness (Global Citizenry), Character | 10% | Individual | writing |
| 3. Continuous Assessment 3 (CA3): Written Assessment | LO 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 | LO 3 and 5 | Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character | 30% | Team | Appendix 3: speaking - research and creativity/ learnt grammar/ fluency/ pronunciation |
| 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 and teamwork. Most of the larger grammatical concepts are 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 (team members and/or class). |

Reading and References

Schritte International Neu 1 und Schritte International 2, Kursbuch und Arbeitsbuch, Hueber

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

| Tutorial Week | Topics and Classroom Exercises | ILO | Activities |
|---------------|---|---------|--|
| Week 1 | NO LESSONS | | |
| Week 2 | Revision LG9001: | 1,2,3 | • eWorksheet |
| Lesson 1 | • 30 Fragen Spiel • <i>Übung: Sprechen</i> | | |
| Lesson 2 | Schritte 1 – Lektion 6 • Weather (p72) • Months and seasons (p76) • <i>Übung: Schreiben</i> | 1,2,3,4 | • LWS • AB: A, E • eWorksheet |
| Week 3 | Schritte 1 – Lektion 7 | 1,2,3 | eLesson 1 – to be watched before attending Lesson 3 |
| Lesson 3 | • Bildergeschichte (p82-83) • Forms and uses of modal verb (<i>Modalverben</i>) können (p84) • Sentence structure of sentences with modal verb (<i>Satzklammer</i>) (p84) • Reading comprehension (p89) • TTC: Sprechübung können | | • LWS • AB: A, E • eWorksheet eWorksheet LG9001 Revision -by Friday week 3 at 10am |
| Lesson 4 | Schritte 1 – Lektion 7 • Forms and uses of modal verbs (<i>Modalverben</i>) wollen (p85) • <i>möchten</i> versus <i>wollen</i> | 1,2,3 | • LWS • AB: B • eWorksheet |
| Week 4 | Schritte 1 – Lektion 7 | 1,2,3 | eLesson 2 – to be watched before attending Lesson 4 |
| Lesson 5 | • Perfekt (present perfect tense) (p86-88) • <i>Hilfsverben: haben</i> and <i>sein</i> (p86-88) • <i>Leseverständnis und Hörverständnis</i> (p88) • TTC: inner-outer circle: Fragen | | • AB: C, D • eWorksheet |
| Lesson 6 | Wiederholungsstunde - Revision • AB Test Lektion 6 und 7 • <i>Schreibübung: Wiederholung</i> | 1,2,3,4 | • eWorksheet eWorksheet 7 – to be completed by Wednesday week 4 at 10am |
| Week 5 | Lektion 8 | 1,2,3,4 | eLesson 3 – to be watched before attending Lesson 7 |
| Lesson 7 | • Simple past tense (<i>Präteritum</i>) of <i>sein</i> and <i>haben</i> and modal verbs (p99) • Zwischendurch mal: Lesen (p105) • TTC: inner-outer circle: Fragen zur eLesson | | • LWS • AB: C • eWorksheet |
| Lesson 8 | Lektion 8 • Bildergeschichte (p94-95) • Professions (p96) • <i>Schreibübung Gruppe: beschreibt 1-2 Bilder in der Vergangenheit.</i> • <i>Sprechübung: Berufe and Traumberuf</i> | 1,2,3 | • AB: A • eWorksheet |
| Week 6 | Lektion 8 | 1,2,3,4 | eLesson 4 – to be watched before attending Lesson 9 |
| Lesson 9 | • Question words with question words <i>Seit wann?</i> and <i>Wie lang/-e?</i> • Dative articles (p97-98) • Use of prepositions <i>seit</i> and <i>vor</i> + dative case (p97-98) • TTC: inner-outer circle with 4 questions | | • AB: B • eWorksheet • GN |

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|---------------------------------|---|---------|---|
| Lesson 10 | Lektion 8 <ul style="list-style-type: none"> • Use of preposition <i>für</i> +accusative case (p100) • Reading comprehension: <i>Praktikums- und Jobbörse</i> (p100-101) • Übung: <i>Telefongespräch</i> (p101) | 1,2,3 | <ul style="list-style-type: none"> • AB: D, E • eWorksheet |
| Week 7 Lesson 11 | Wiederholungsstunde - Revision <ul style="list-style-type: none"> • AB Test Lektion 8 • <i>Partnerarbeit: 5 Fragen mit Fragewörtern der Zeit</i> | 1,2,3 | <ul style="list-style-type: none"> • eWorksheet eWorksheet 8 – to be completed by Monday week 7 at 10am |
| Lesson 12 | CA Oral 1 | 2,3,5 | CA 1: Impromptu Group Oral |
| NO LESSONS – RECESS WEEK | | | |
| Week 8 Lesson 13 | Lektion 9 <ul style="list-style-type: none"> • Introduce word field: <i>Reisen</i> (p106-107) • Listening comprehension: Übung 4 (p107) • Forms and use of modal verb (<i>Modalverb</i>) <i>müssen</i> (p108) • Forms and use of modal verb (<i>Modalverb</i>) <i>dürfen</i> (p110) • Dos and Don'ts: Use of <i>müssen</i> und <i>dürfen</i> (p110) • <i>TTC: Schreibübung: müssen und nicht müssen</i> • <i>Schreibübung: Regeln für den Deutschunterricht</i> | 1,2,3 | eLesson 5 – to be watched before attending Lesson 13 <ul style="list-style-type: none"> • LWS • AB: A, C • eWorksheet • GN |
| Lesson 14 | Lektion 9 <ul style="list-style-type: none"> • Giving instructions; using adverbials <i>zuerst danach dann schließlich zuletzt</i> (p108) • Defining duties: use of the impersonal pronouns <i>man</i> (p108) • Konjunkionaladverbien • <i>Schreibübung: Wie macht man ein eWorksheet</i> | 1,2,3,4 | <ul style="list-style-type: none"> • AB: A • eWorksheet • GN |
| Week 9 Lesson 15 | Lektion 9 <ul style="list-style-type: none"> • <i>Direkte Rede</i> (direct speech): with <i>Präsens</i> and <i>Perfekt</i> (GN) • <i>Subjunktionen: als, da, dass, ob, so dass, weil, wenn</i> (GN) • <i>Subjunktionen</i> versus <i>Konjunktionen</i> • <i>dass</i>-Satz und <i>ob</i>-Satz als indirekte Rede • <i>Direkte Rede</i> versus <i>Indirekte Rede</i> • <i>TTC: Schreibübung</i> • <i>Schreibübung: Direkte Rede zu indirekter Rede</i> | 1,2,3,4 | eLesson 6 – to be watched before attending Lesson 15 <ul style="list-style-type: none"> • eWorksheet • GN |
| Lesson 16 | Wiederholungsstunde - Revision <ul style="list-style-type: none"> • AB Test Lektion 9 • Reading comprehension: <i>Karneval in Deutschland</i> (p117) | 1,3,4 | eWorksheet 9 – to be completed by Thursday week 10 at 10pm CA 2: eQuiz: Friday Week 9 from 8am to 9am |

| | | | |
|-----------------------------|---|-----------|--|
| | <ul style="list-style-type: none"> • <i>Zwischendurch mal: Comic (Vergangenheit, Modalverben und indirekte Rede)</i> | | |
| Week 10 Lesson 17 | CA Classroom Written Assessment | 1,3,4 | <ul style="list-style-type: none"> • CA 3: Written Assessment |
| Lesson 18 | Lektion 9 <ul style="list-style-type: none"> • Imperative: Forms and uses of formal and informal imperative <i>du, ihr, Sie</i> (p109) • Hotel und Hostel (p112-113) • Reading comprehension (p111) • Role play: Interacting with the receptionist using modal verbs (p112) | 1,2,3,4,5 | <ul style="list-style-type: none"> • AB: B, D, E • eWorksheet |
| Week 11 Lesson 19 | Lektion 10 <ul style="list-style-type: none"> • Bildergeschichte (p118-119) • Listening comprehension: Übung 3 (p119) • Introduce word field: <i>Gesundheit</i> • Parts of the body (p120) • <i>Körperteilespiel</i> • Express and describe pain (p120) <i>Zwischendurch mal: Rätsel</i> | 1,3,4 | <ul style="list-style-type: none"> • LWS • AB: A • eWorksheet • GN |
| Lesson 20 | Lektion 10 <ul style="list-style-type: none"> • Forms and use of modal verb (Modalverb) <i>sollen</i> (p122) • Expressing recommendations and remedies (p122) • <i>TTC Schreibübung: Modalverben: sollen müssen dürfen können wollen möchten mit Negation</i> • <i>Sprechübung: Arztspiel (C4)</i> | 1,2,3,4 | eLesson 7 – to be watched before attending Lesson 20 <ul style="list-style-type: none"> • LWS • AB: C • eWorksheet • GN |
| Week 12 Lesson 21 | Lektion 10 <ul style="list-style-type: none"> • <i>Zwischendurch mal: Alfons</i> (p129) • Adjective declination: Nom/Akk/Dativ (GN) • <i>TTC: Übung</i> • <i>Schreibübung: Personenbeschreibung</i> • <i>Schreibübung Gruppe: Bildbeschreibung</i> | 1,2,3,4 | eLesson 8 – to be watched before attending Lesson 21 <ul style="list-style-type: none"> • eWorksheet • GN |
| Lesson 22 | Lektion 10 <ul style="list-style-type: none"> • Terminvereinbarung: Managing appointments (p125) • <i>Zwischendurch mal: Landeskunde Notfall</i> (p128) • <i>Unfall: Schauspielern</i> | 1,2,3,5 | <ul style="list-style-type: none"> • AB: E • eWorksheet |
| Week 13 Lesson 23 | Lektion 10 <ul style="list-style-type: none"> • Reading comprehension (p121) • Reading comprehension (p123-124) • <i>Übung: Anfrage schreiben mit Adjektiven</i> (p124) • Return CA-Test | 1,2,3 | <ul style="list-style-type: none"> • AB: B, D • eWorksheet eWorksheet 10 – to be completed by Wednesday week 13 at 10am |
| Lesson 24 | CA Oral 2 | 2,3,5 | CA 4: Group Oral |

Appendix 1: Assessment Criteria for Essay in CA3 Written Assessment

Content (3 points)

| | |
|------------------|--|
| 3 points: | <ul style="list-style-type: none">• All requested content is covered in detail.• Content goes beyond of what is requested. |
| 2 points: | <ul style="list-style-type: none">• Most requested content is covered.• Only some parts of the content are covered in detail. |
| 1 point: | <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 (12 points)

| | |
|----------------------|---|
| 12-11 points: | <ul style="list-style-type: none">• All grammatical content covered in class has been used successfully. |
| 10-9 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. |
| 8-7 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. |
| 6-5 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.• Maximum 5 points if no perfect tense was used. |
| 4-3 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. |
| 2-0 points: | <ul style="list-style-type: none">• Shows no grammatical competence.• Largely copied from the reading comprehension. |

Style and Structure (10 points)

| | |
|---------------------|---|
| 10-9 points: | <ul style="list-style-type: none">• Diverse and with variation of expression.• Logical structure.• Creative use of learnt vocabulary and learnt subjunctions. |
| 8-7 points: | <ul style="list-style-type: none">• Variation of expression was attempted.• Mostly logical structure.• Good use of learnt vocabulary and most learnt subjunctions. |
| 6-5 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 subjunctions are successfully used.• Maximum 5 points if required word count was not met or not indicated. |
| 4-3 points: | <ul style="list-style-type: none">• Very repetitive.• No logical structure.• Difficult to comprehend.• Problems with learnt vocabulary.• Learnt subjunctions are not successfully used. |
| 2-0 points: | <ul style="list-style-type: none">• Major difficulties to comprehend the text. |

Appendix 2: Assessment Criteria for CA1 Oral 1

A. Content 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. 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 |

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

A. 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. 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 |

C. Fluency _____ / 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 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.