



## GERMAN LANGUAGE SPONSORED BY LIDL II

<b>Subject code</b>	<i>HUM 147</i>
<b>Subject title</b>	<i>German Language Sponsored by LIDL II</i>
<b>Type of course</b>	<i>Elective</i>
<b>Year of study</b>	<i>1st or 2nd</i>
<b>Instructor</b>	<i>Daumantas Katinas, Ph. D.</i>
<b>ECTS</b>	<i>6: 48 hours, 112 individual, 2 hours of consultations</i>
<b>Teaching mode</b>	<i>Full time</i>
<b>Prerequisites</b>	<i>None</i>
<b>Language of tuition</b>	<i>English</i>

### Course description

This beginner's course (A2 level) in the German language enables students to acquire an appropriate beginner's level of competence in German as a language and a culture through communicative learning and interaction. This course is the second of a two-semester sequence, which emphasizes basic communicative competency, or, the ability to confidently and meaningfully use German in a variety of social and professional situations. Students will supplement the development of language abilities by also learning about the culture of German-speaking countries.

### Course objectives

In this German language course, students will:

- learn basic A2 level German communication skills (listening, reading, speaking, and writing): vocabulary, syntax and grammar,
- begin expressing themselves in oral and written form on everyday topics, with a particular eye to already starting to build a business and economics related vocabulary;
- explore the contemporary culture of German-speaking countries.

### Teaching and learning methods

Lexical and grammatical items will be presented with a communicative and integral approach, i.e. a proficiency-based, student-centered approach. Classroom activities will be based on the principles of cooperative learning, and supplemented by multi-media texts; these activities will help students strengthen and contextualize their skills in German. Engaging both oral and written forms, the course will hone German language skills through some of the following strategies: repetition, memorization, group interaction and cooperation, role-playing, peer review/tutoring; always maintaining creative and challenging communication tasks—in class and outside the classroom.

### Quality assurance

Self-reflective teaching: besides enthusiasm for and competence in the subject matter, students can expect the instructor to provide an open, participatory classroom: that is, we will approach the students' study of German in close partnership. Whenever possible and appropriate, critical thinking, cooperation, and problem-solving skills will be developed, so that students participate actively in their own learning. Regular group and individual feedback is provided to the students.

### Cheating prevention

Students' ethics standards are defined in the ISM Bachelor Studies' Regulations. Students are required to behave in accordance with the norms of the academic ethics.

### Learning outcomes

<b>Course learning outcomes (CLO)</b>	<b>Study methods</b>	<b>Assessment methods</b>
<b>CLO1.</b> Understanding and usage of basic German grammar	Lectures, self-study, case study, presentations, workbooks, listening activities, online exercises and assignments, essay writing	Quizzes, tests, exams, homework, individual and group presentations

<b>CLO2.</b> Conducting conversations in everyday situations and contexts relevant to the topics covered, with emphasis on vocabulary building; developing abilities to give and answer questions, express feelings, emotions, opinions, likes and dislikes, communicate in casual and routine situations that require simple and direct exchange of information on familiar topics and activities.	Lectures, self-study, case study, listening activities, online exercises and assignments;	Listening comprehension quizzes, tests and oral exams, interactive activities, video and poster demonstrations, power point presentations
<b>CLO3.</b> Displaying comprehension of short written and oral texts from various sources; demonstrating the ability to give brief oral and/or written summaries; developing the vocabulary related to the topics discussed; writing short notes and messages and a very simple personal letter.	Lectures, self-study, case study, presentations, in-class reading and listening exercises.	Quizzes and tests; Reports of partner interviews and group activities; Written summaries of texts and films; Portfolios, blogs, journals, letters; Role-play and circumlocution exercises
<b>CLO4.</b> Giving presentations, participating in meetings, discussions and negotiations.	Lectures, group homework, simulated meetings and negotiations, case study, self-study	Quizzes, tests, homework, individual and group presentations
<b>CLO5.</b> Demonstrating an awareness of cultural, geographical and historical similarities and differences between German-speaking countries and the students' home country(s).	Lectures, case study, group and individual homework, written assignments (business letters, reports, summaries), self-study	Exams;, homework, movies (both fictional and documentary), portfolios, blogs, journals, letters.

### Content

UNIT	TOPIC: VOCABULARY THEME; GRAMMAR; SKILL FOCUS	CLASS HOURS	
		LECTURES	PRACTICE
1	<b>In Berlin:</b> <u>Vocabulary and Skills:</u> asking the way; instructions on how to reach a destination; means of transportation; localities and directions; timetables; at the railway station. <u>Grammar:</u> preposition: <i>mit</i> , prepositions of location: <i>an, auf, bei, hinter, in, nach, neben, über, vor, zu, zwischen</i> .	4	4
2	<b>Room, kitchen, bathroom:</b> <u>Vocabulary and Skills:</u> house hunting, real estate listing, information about the flat. <u>Grammar:</u> modal verbs <i>können, wollen</i> . Present Perfect.	3	3
3	<b>What happened?</b> <u>Vocabulary and Skills:</u> to speak about the past, personal data, curriculum vitae. <u>Grammar:</u> Sentence bracket, Present Perfect with <i>sein</i> . Prepositions <i>vor, nach, seit</i> .	4	4
4	<b>Jobs</b> <u>Vocabulary and Skills:</u> telephone conversations, vacancies, to speak about jobs and professions. <u>Grammar:</u> Sentence bracket, ordinal numbers, modal verb <i>müssen</i> . <b>Preparation for a job interview, job interview, topic-related words and expressions.</b>	4	4
5	<b>Health:</b> <u>Vocabulary and Skills:</u> body parts; state of health; description of the state of health; making appointments. <u>Grammar:</u> modal verbs <i>dürfen</i> and <i>sollen</i> ; Imperative.	3	3
6	<b>Have a good weekend!</b> <u>Vocabulary and Skills:</u> travelling, hotel information, to buy tickets, weather. <u>Grammar:</u> possessive articles and pronouns: <i>mein, dein, sein, ihr, unser, euer, Ihr</i> .	3	3



7	<b>Revision of the course, preparation for an exam:</b> Revision exercises. Questions before the exam.	3	3
	<b>Total</b>	<b>24</b>	<b>24</b>

### Course assessment

Final mark composition	Expected Number of self-study hours	Percentage of the total grade
Home assignments <b>3</b> , 5% each	10	15
Tests <b>4</b> , 5% each	12	20
Midterm exam	20	25
Oral exam	20	5
Final exam	50	35
Consultation	2	
<b>Total</b>	<b>114</b>	<b>100</b>

### Assessment in detail

**Home assignments:** Weigh 15% of the final mark. Every week the students will have to individually work on the topics explained in class in varied ways. The results are to be handed in to and corrected by the teacher. The students are to correct the texts following the teacher's instructions and hand them in again.

**Tests:** In order to distribute assessment evenly and prepare students for exams, tests will cover all elements taught and practiced throughout the course respectively.

**The midterm exam:** Weighs 25% of the final mark. The exam covers all four language skills (reading, listening, writing and speaking) and contains all subject matter worked on up to its date including additional texts and exercises.

**The oral exam:** Is given at the end of the course. It weighs 5% of the final mark. It can consist of listening, grammar, vocabulary, reading and writing tasks, covering topics of the whole course material. The student will be informed beforehand which skill will be emphasized in his/her individual exam depending on his/her personal work area needing special attention.

**The final exam:** Is given at the end of the semester. It weighs 35 % of the final mark. It consists of listening, grammar, vocabulary, reading and writing tasks, covering the whole course material.

**Re-take examination:** Is taken by those students who do not get a "pass" mark at the end of the course. It is a test on the topics of the whole course and accounts for 65% of the mark, plus term home assignments and tests (35%).

### Literature

1. Lemcke, Christiane u. a. *Berliner Platz Neu 1. Lehr- und Arbeitsbuch*. Langenscheidt, München, Berlin. 2011.
2. Rodi, Margret. *Berliner Platz Neu 1. Testheft*. Langenscheidt, München, Berlin. 2011.
3. Lemcke, Christiane u. a. *Berliner Platz Neu 1. Intensivtrainer*. Langenscheidt, München, Berlin. 2011.
4. Funk, Hermann, Kuhn, Christina. studio [21]. *Das Deutschbuch*. Cornelsen, Berlin. 2013.
5. Luscher, Renate. *Übungsgrammatik für Anfänger. Deutsch als Fremdsprache*. Hueber, Ismaning, 2007.
6. Tschirner, Erwin, *Deutsch als Fremdsprache nach Themen. Grund und Aufbauwortschatz*. Cornelsen, Berlin, 2008.

### Web resources

- <http://www.klett-sprachen.de/berliner-platz-neu/r-14/28#reiter=titel&niveau=A1>
- <http://www.klett-sprachen.de/berliner-platz-1-neu/t-14/9783126060257>
- <http://xportal.klett-sprachen.de/berlinerplatz/>
- <http://www.alumniportal-deutschland.org/deutsche-sprache.html>
- <http://www.goethe.de/lrn/deindex.htm>
- [http://www.schubert-verlag.de/aufgaben/arbeitsblaetter\\_a1\\_z/arbeitsblatt001-099.pdf](http://www.schubert-verlag.de/aufgaben/arbeitsblaetter_a1_z/arbeitsblatt001-099.pdf)

