



<b>Enseignement secondaire</b>		
<b>Classes internationales</b>		
	<b>Régime anglophone</b>	
<b>Allemand</b>		
<b>Programmes</b>		
<b>Niveaux A1, A2, B1 et avancés</b> <b>Classes concernées: 4IEC et 3IEC</b>		
Leçons hebdomadaires: 4		
Langue véhiculaire: Allemand		
Nombre minimal de devoirs par trimestre: 3		

At the beginning of the academic year placement-tests for levels A1 to B1 of the Common European Framework (possibly levels B2 to C2) will be carried out. Placement will take place according to the student's individual results. The test will comprise the following component parts: reading comprehension (comprehension questions based on a number of reading texts), lexis and writing skills (gap filling exercises and a short writing task about an everyday situation). For practical reasons, listening comprehension will not be assessed separately. However, an oral interview will be used to assess the student's speaking skills (a short personal introduction followed by a question-and-answer session).

The students will be placed in one of the following courses corresponding to their level of German:

1. German as a foreign language for beginners - level A1
2. German as a foreign language - level A2
3. German as a foreign language - level B1
4. German as a foreign language – advanced level

**NB: Only students who have reached at least level A2 of the Common European Framework will be admitted to grade 12 of the IB Diploma Programme at the Athénée de Luxembourg**



## I. Course outline for German as a foreign language for beginners - level A1

### Aims

In 4 weekly lessons, students will be taught authentic German that particularly appeals to young learners. They will learn how to communicate effectively in everyday situations, at school, within their family and among friends, both orally and in written form.

In terms of the *Common European Framework*, students should reach level A1 (A1.1 possibly A1.2) by the end of the first year. This will allow them to use the German language at an elementary level and lead to “the lowest identifiable level of independent language use. (Breakthrough)” Besides it will enable them to do the Goethe-Zertifikat A1, this certificate corresponds to level one (A1) on the six-level scale of competence laid down in the [Common European Framework of Reference for Languages](#).

### Course components

#### a. Communication

greeting people; introducing oneself and others; saying goodbye; expressing an opinion or a desire; making, accepting or refusing a suggestion; motivating a refusal; justifying oneself; discussing leisure time activities and hobbies; having a conversation on the phone; making apologies; describing people and animals; making arrangements; asking for reasons or motivating a decision; having a conversation in a shop; asking or stating the price of something; cheering somebody up; naming addresses; planning a holiday; etc.

#### b. Grammar

definite and indefinite articles; w-questions *Wie? Wer? Wo? Woher? Wann?*; personal pronouns; possessive pronouns; negation; main verbs; modal verbs; present indicative; imperative; verbs which change their vowel; verbs that can be separated; inversion; perfect indicative with *haben* and *sein*; diminutive *-chen*; past tense of *sein*; etc.

#### c. Lexis

alphabet; numbers; vocabulary relating to specific topics: leisure time activities; activities at home; eating and drinking; school; hobbies; clothes; pets; names of cities and countries; days of the week; months; date; time; seasons; money; colours; adjectives and expressions used to state an opinion; adjectives used to characterise and describe people and animals; phrases that can be used to cheer someone up; etc.



### **Teaching and learning methods, various activities**

- Opening activities will be based on visual input and various thematically related reading and listening comprehension passages
- In the vocabulary section, topics will be explored through activities that encourage vocabulary learning in context. Both oral and written language reception and production skills will be practised with reference to related topics.
- Visual input will be used to further expand on cultural information.
- Grammar will be presented in thematically related, task-oriented activities based on authentic or semi-authentic language material.
- A broad range of language learning activities will be carried out such as language exercises, descriptive texts, dialogues, interviews, vocabulary deduction activities, communicative and interactive practice of vocabulary and grammatical structures, oral drills, teamwork, presentations; role plays, games, crosswords and other puzzles, question and answer games etc).

### **Skills and objectives**

The main focus will be on competences such as reading, speaking, listening and writing. Throughout the first year of teaching, different areas (see components) will be covered in order to allow students to use German at an elementary level, with particular reference to the accomplishment of everyday tasks in real-life situations.

### **Assessment**

Students will sit several written and oral tests per term, which will normally take place after a concluded teaching unit. Homework will be assigned at a regular basis and taken into account for the final mark.

### **Course material**

- Gabriele Kopp, Siegfried Büttner: Planet Kursbuch 1. Deutsch für Jugendliche. Max Hueber Verlag, ISBN 3-19-001678-X.
- Gabriele Kopp, Siegfried Büttner: Planet Arbeitsbuch 1. Deutsch für Jugendliche. Max Hueber Verlag, ISBN 3-19-011678-4.

### **Remarks**

Projects (such as the creation of a poster in connection with a given topic) may be undertaken throughout the course.



## II. Course outline for German as a foreign language - level A2

### Prerequisites

Rudimentary means of communication, conversation, presentation and argumentation.

Basic vocabulary and expressions, in both oral and written form.

Basic notions of grammar and spelling

Vocabulary related to specific topics of everyday life

### Aims

In 4 weekly lessons students will be taught authentic German that particularly appeals to young learners. They will learn how to communicate effectively in everyday situations, at school, within their family, among friends and in social life, both orally and in written form.

In terms of the Common European Framework, students should reach level A2 (A2.1 possibly A2.2) by the end of the second year. This will allow them to use the German language at an elementary level and lead to “the second lowest identifiable level of independent language use (Waystage).” Besides it will enable them to do the Goethe-Zertifikat A2, this certificate corresponds to level two (A2) on the six-level scale of competence laid down in the [Common European Framework of Reference for Languages](#).

### Course components

The following course constituents will be covered in order to impart an elementary command of the German language.

#### a. Communication

**Areas of competence:** Describing and comparing people, situations, objects and places, formulating conditions; discussing daily working routines; giving permission or orders, relating past experiences, adventures; articulating views and feelings (preferences, dislikes), asking for information and directions, reacting in conflict situations, making appointments, reaching agreements; inviting, congratulating people, asking, begging, making requests, ordering meals in a restaurant, making suggestions, offers, giving advice, making plans (with regards to work, leisure time, vacations); understanding game instructions and rules; etc.

#### b. Lexis

**Vocabulary related to specific topics:** food, family members, clothes, hobbies, professional life, careers, problems at work; television; sports and entertainment; body parts, illnesses; objects, subjects; surroundings, neighbourhood: places (rooms at home, in private and public buildings, furniture, equipment, places in town: station, airport etc., premises); means of private or public transport; parties, celebrations, ceremonies; good and bad weather; routes, itineraries, destinations



### c. Grammar

**Parts of speech:** nouns (compound nouns); articles; adjectives; pronouns; prepositions; conjugation patterns: verbs, auxiliary and modal verbs in the preterite tense (reflexive verbs, specific verbal forms in polite phrases); declension: nouns and adjectives in three of four cases: nominative, accusative, dative; base form, comparative and superlative.

**Syntax (sentence construction):** adverbial phrases (of place and manner); subordinate clauses and the use of the conjunctions: weil, dass, wenn...; etc.

### Teaching and learning methods, various activities

- Opening activities will be based on visual input and various thematically related reading and listening comprehension passages
- In the vocabulary section, topics will be explored through activities that encourage vocabulary learning in context. Both oral and written language reception and production skills will be practised with reference to related topics.
- Visual input will be used to further expand on cultural information.
- Grammar will be presented in thematically related, task-oriented activities based on authentic or semi-authentic language material.
- A broad range of language learning activities will be carried out such as language exercises, descriptive texts, dialogues, interviews, vocabulary deduction activities, making predictions about future content, communicative and interactive practice of vocabulary and grammatical structures, oral drills, teamwork, documentary enquiries, presentations, role plays, games, crosswords and other puzzles, question and answer games etc).

### Skills and objectives

The main focus will be on the four basic skills: reading, speaking, listening and writing.

Throughout the second year of teaching, different areas (see course components) will be explored in order to endow the students with an elementary command of the German language, with particular reference to the accomplishment of everyday tasks in real-life situations.

Step by step, students will learn to work autonomously.

### Assessment

Students will sit several written and oral tests, which will normally take place after a concluded teaching unit. Continuous assessment will play a central role throughout the year and may consist in various interim tests that are regularly assigned and marked in order to assess and certify aspects such as listening, writing and oral skills (textual comprehension and expression) and to inform pupils about their progress and potential remaining shortcomings (formative evaluation). Homework will be assigned at a regular basis and taken into account for the final mark.



### **Course material**

- Gabriele Kopp, Siegfried Büttner, Josef Alberti: Planet Kursbuch 2. Deutsch für Jugendliche. Max Hueber Verlag, ISBN 3-19-001679-8.
- Gabriele Kopp, Siegfried Büttner, Josef Alberti: Planet Arbeitsbuch 2. Deutsch für Jugendliche. Max Hueber Verlag, ISBN 978-3-19-011679-9.

### **Remarks**

Projects (such as the creation of a poster in connection with a given topic or oral presentations after teamwork or personal internet or library enquiries) may be undertaken throughout the course.



### III. Course outline for German as a foreign language - level B1

The **four weekly German lessons** will encourage students to use the German language in various authentic learning situations which are specifically designed to appeal to young learners. Students will learn to cope effectively with everyday communicative situations both orally and in written form. Learners will further be taught basic text comprehension skills, which they will draw on to analyze texts autonomously as well as to create their own texts on the basis of a number of set targets.

In accordance with the Common European Framework for Languages, students will need to achieve **level B1 (B1.1, possibly B1.2)**, which will enable them to use the German language at an intermediate level and lead to the lowest identifiable level of independent language use (Threshold Level). Besides, it will enable them to do the Goethe-Zertifikat B1. This certificate corresponds to level three (B1) on the six-level scale of competence laid down in the [Common European Framework of Reference for Languages](#).

In order to pass the Goethe Certificate B1 examination, you will have to demonstrate a solid command of basic everyday German and you should be able to cope with all important everyday communicative situations. This internationally recognized examination officially certifies basic reading and writing skills, proficiency in grammatical structures and the ability to understand and participate in everyday communicative situations.

#### Assessment

Students will sit three tests per term, which will take place after a concluded teaching unit. Apart from focussing on reading and listening comprehension skills, the tests will mainly assess the students' writing skills (written expression, grammar and spelling). Those language skills which are not covered in formal tests will be assessed in shorter tests which will take place regularly throughout the year. Continuous formative assessment will also be used in order to monitor the students' progress and to draw their attention to potential remaining weaknesses. Homework will be assigned at a regular basis and classroom contribution will be taken into account for the final mark.

#### Organization

**The main focus will be on the four basic skills; reading, writing, speaking and listening.**

The present course in German as a foreign language represents the third year of teaching and therefore requires students to have successfully attained a number of basic language skills taught in the two previous years. In particular, basic knowledge of German in everyday communicative situations (A1) will be required to underpin the students' early attempts to use the German language autonomously (B1) throughout the year. The course further includes the study of several class readers and specifically selected textual and non-textual language samples, which will help the students develop their command of oral and written German.





The following areas will be developed in order to enable students to use German at an intermediate level:

### a. Communication

**Competences/skills:** Personen, Situationen, Gegenstände und Orte beschreiben und vergleichen, über das Befinden sprechen; über Alltägliches, Erlebtes (Vergangenes) berichten; Berufswünsche und andere Wunschträume nennen und begründen; eine Bewerbung schreiben; Informationen und Auskünfte erfragen; Ratschläge geben; Absicht(en) äußern; Gefühle (Vorlieben und Abneigungen) äußern und nuancieren; Erwartungen und Vermutungen ausdrücken; Kritik äußern; eine Meinung formulieren, sich rechtfertigen und verteidigen; Stellung nehmen; in Ansätzen argumentieren; in Konfliktsituationen reagieren; jemanden auffordern etwas zu tun; jemanden um etwas bitten;

Vorschläge und Pläne machen; (Ferien-)Pläne machen; Arbeits- und Spielanleitungen sowie -regeln verstehen und formulieren; über verschiedene Themen sprechen und reden usw.

### b. Lexis

**Topic-related vocabulary:** Familienleben und -mitglieder; Mensch (Körperbau, Gesundheit, Verhalten); Nahrungsmittel und Ernährung; Freizeit und Hobbys (Sportarten, Sportgeräte); Kleidung; Konsumartikel; Berufsleben und Berufswelt (dazugehöriges Werkzeug); Ausstattung von Wohnorten und Arbeitsräumen; Natur, Milieu und Umwelt (Umwelt- und Tierschutz); Wetter; Straßenverkehr (Verkehrs- und Transportmittel, Infrastruktur); Massenmedien und Kommunikationstechniken (Post, Telefon, Presse, Rundfunk, Fernsehen), Computer- und Computersprache; Politik und Gesellschaft in Deutschland; Nationalitäten usw.

### c. Language use

**Declension:** Nomen und Adjektive nach Präpositionen mit dem Genitiv, Dativ und Akkusativ.

**Tenses and verb forms:** Futur I, Perfekt, Präteritum, Plusquamperfekt, gebräuchliche Konjunktivformen; Hilfsverb der Zeit: werden; Bildung des Passivs; modale Hilfsverben (sollen, wollen, dürfen, können, müssen und brauchen); reflexive Verben;

**Syntax and grammar:** Satzglieder: Akkusativ-, Dativobjekte, Präpositionalobjekte; Sätze mit Adverbialien; Nebensätze: Gebrauch des Relativpronomens und verschiedener Konjunktionen, logische und zeitliche Reihenfolge, Infinitiv mit „zu“, indirekte Rede (indirekte Satzfragen).

### Course materials

- Gabriele Kopp, Siegfried Büttner, Josef Alberti: **Planet 3**, Deutsch für Jugendliche, **Kursbuch**, Max Hueber Verlag, ISBN 978-3-19-001680-8.
- Gabriele Kopp, Siegfried Büttner, Josef Alberti: **Planet 3**, Deutsch für Jugendliche, **Arbeitsbuch**, Max Hueber Verlag, ISBN 13: 978-3-19-011680-5.





#### **IV. Course outline for German as a foreign language – advanced level**

This course is mainly designed to develop a deeper understanding of German Literature, Language and Culture. It will allow students to reach/improve their fluency level in writing and speaking.

Students will participate in various activities such as reading of novels/short stories/poems/plays and newspaper/magazine articles, writing texts in various formats. Students will exchange discussions, make oral presentations, use the target language in class (with the teacher and amongst peers), participate in debates and in projects (audio, video). They will research topics on different cultural aspects of the major German speaking countries (Germany, Switzerland, Austria) including their history, geography, music, arts, literature, as well as their political and social issues. As a result, students will develop an appreciation for global perspectives and develop an awareness of cultural, social, historical and political issues.

This course will offer students a maximum of communication and interaction opportunities in the four language skills of listening, speaking, reading, and writing through the exploration of a wide range of Germanic texts/media from the wide world of German speakers. The students will explore a variety of authentic texts and media that will provide an in-context grammar review and develop spontaneous aural expressions related to daily life and Germanic culture.

The classroom is organized in a various level approach with each student in quest of his or her individual level of ability and preparation to accept challenge. The teacher will verify for understanding and comprehension of level by written and oral questioning. Teacher and peers constantly provide individual practice and collaborative partnering to increase participation that is evaluated.

#### **Topics**

##### **Soziale Beziehungen / Social relationships**

Erwachsenwerden, Erziehung und Bildung, Soziales und politisches Engagement

##### **Kommunikation und Medien / Communication and media**

Presse, Rundfunk, Fernsehen, Werbung, Internet

##### **Kulturelle Vielfalt / cultural diversity**

Migration, Integration, Minderheiten, Rassismus, Vorurteile, Diskrimination



## **Sprache, Sprachwandel und Identität**

### **Freizeit / Leisure**

Reisen, Unterhaltung, Sport, Hobbys, Musik, Subkulturen

### **Kulturelle Eigenheiten, historische Aspekte / Customs and traditions, historic events**

Feste, die zwei Weltkriege, die deutsche Teilung, die Aufklärung

### **Wissenschaft und Technik / Science and technology**

Digitalisierung, Robotik, Verantwortung der Wissenschaft

This overview is not complete. Current issues and topics that are of special interest to the students will be part of the lessons as well.

The study of two literary works originally written in the target language is required in both grade 10 and 11.

## **Recommended works for grade 10**

Alex Rühle: Ohne Netz: Mein halbes Jahr offline  
Alina Bronsky: Scherbenpark  
Karin Bruder: Zusammen allein  
Thomas Brussig: Am kürzeren Ende der Sonnenallee  
Dirk Kurbjuweit: Zweier ohne  
Janne Teller: Nichts  
Ödön von Horváth: Jugend ohne Gott  
Wolfgang Herrndorf: Tschick

## **Recommended works for grade 11**

Friedrich Dürrenmatt: Die Physiker  
Thomas Brussig: Leben bis Männer  
Erich Maria Remarque: Im Westen nichts Neues  
Alexander Kühne: Düsterbusch City Lights  
Juli Zeh: Corpus Delicti  
Robert Seethaler: Der Trafikant  
Thomas Glavinic: Der Kameramörder