

# LC2501: GERMAN 1

---

## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

German 1

### Subject Code

LC - CFML CSL Language Centre

### Course Number

2501

### Academic Unit

CFML CSL Language Centre (LC)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

Other Languages

### Other Languages for Medium of Instruction

German supplemented by English

### Medium of Assessment

Other Languages

### Other Languages for Medium of Assessment

German supplemented by English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

LT2501/CLA2501/EN2875/EN2824 German 1

### Exclusive Courses

LC2506/LT2506/CLA2506 Intensive German 1 and 2

## Part II Course Details

### Abstract

This course is designed to introduce German to students with no previous knowledge of the language. All four language skills (speaking, listening, writing and reading) will be covered. Upon completion of the course, students will be able to engage in small talk in German using standard civilities and greetings, talk about themselves and others, shop for food and household items, order and pay in restaurants, and engage in small talk about food. By the end of the course students should have reached Level A1.1 of the Common European Framework of Reference for Languages (CEFR).

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Conduct effective communication in German at Level A1.1 of the Common European Framework of Reference for Languages (CEFR) by producing and understanding simple utterances with the command of a vocabulary of around 300 words.		x	x	x
2 Demonstrate understanding of the basics of German pronunciation and orthography.		x	x	x
3 Acquire and produce some basic features of German grammar: Gender, the case system and conjugation of verbs.		x	x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Students will develop speaking skills through role play in groups, pairs or through individual practice.	1, 2, 3	
2	Students will practice the German alphabet, differentiate the sounds, rehearse simple words through listening and speaking activities.	1, 2, 3	

3		Students will read and analyse simple dialogues in pairs or individually.	2, 3	
4		Students will engage in producing effective basic written texts.	2, 3	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Oral Test	1, 2, 3	20	-	No
2	Writing, Reading and Listening Test 1 (Mid-term)	2, 3	20	-	No
3	Writing, Reading and Listening Test 2	2, 3	50	-	No
4	Participation/In-class activities	1, 2, 3	10	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Oral Test

**Criterion**

Demonstrating an ability to: i) speak and interact in the target language using grammatical features and vocabulary, including well-formed questions and answers and ii) produce target language utterances with accurate pronunciation. Applying conversation skills at Level A1.1 of the Common European Framework of Reference for Languages (CEFR).

**Excellent (A+, A, A-)**

The student speaks very clearly with appropriate intonation/accent, and mistakes never impede comprehension; no or few grammar and/or sentence structure mistakes; engaged in the conversation, answering questions without hesitation.

**Good (B+, B, B-)**

The student speaks clearly with mostly appropriate intonation /accent, but mistakes may occasionally impede comprehension; some grammar and/or sentence structure mistakes; engaged in the conversation, answering questions with occasional hesitation.

**Fair (C+, C, C-)**

The student speaks generally clearly with generally appropriate intonation/accent, but mistakes occasionally impede comprehension; somewhat frequent grammar and/or sentence structure mistakes; engaged in the conversation, answering questions with somewhat frequent hesitation.

### **Marginal (D)**

The student speaks occasionally clearly with mostly inadequate intonation/accent, and mistakes often impede comprehension; frequent grammar and/or sentence structure mistakes; engaged slightly in the conversation, answering questions with frequent hesitation.

### **Failure (F)**

The student speaks unclearly with inadequate intonation/accent, and mistakes very frequently impede comprehension; extremely frequent grammar and/or sentence structure mistakes; not engaged in the conversation, answering questions with very frequent hesitation or no response at all.

---

## **Assessment Task**

2. & 3. Writing, Reading and Listening Tests 1 & 2

### **Criterion**

Demonstrating an ability in the target language to: i) use appropriate grammatical features and vocabulary to write a simple text, ii) read a simple text and iii) understand spoken texts at Level A1.1 of the CEFR.

### **Excellent (A+, A, A-)**

- The student is able to apply the grammar structures and vocabulary covered in the course to write a highly accurate simple text in the target language.
- The student is able to read a simple text in the target language, understand its content and answer questions referring to this text with very few mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe its content.

### **Good (B+, B, B-)**

- The student is able to apply most of the grammar structures and vocabulary covered in the course to write a simple text in the target language with some mistakes.
- The student is able to read a simple text in the target language but does not fully understand its content and answers questions referring to this text with occasional mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe most of its content.

### **Fair (C+, C, C-)**

- The student is able to apply some of the grammar structures and vocabulary covered in the course to write a simple text in the target language with somewhat frequent mistakes.
- The student is able to read a simple text in the target language but does not fully understand its content and answers questions referring to this text with somewhat frequent mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe some of its content.

### **Marginal (D)**

- The student is able to apply a few of the grammar structures and vocabulary covered in the course to write a simple text in the target language with frequent mistakes.
- The student struggles to read a simple text in the target language and answers questions referring to this text with frequent mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe a small amount of its content.

### **Failure (F)**

- The student applies none of the grammar concepts and is able to write in the target language with extremely frequent mistakes.
  - The student cannot read a simple text in the target language and answers questions referring to this text with very frequent mistakes or does not answer questions.
  - The student is unable to listen to a short dialogue in the target language and accurately transcribe any of its content.
-

**Assessment Task**

## 4. Participation/In-class activities

**Criterion**

Contributing to class activities; displaying collegiality and participation in pair work; being prepared for lessons and arriving on time.

**Excellent (A+, A, A-)**

The student participates extremely actively in discussions, activities, and asking questions; is highly responsive to the instructor's questions; leads peers to participate and always comes to class prepared.

**Good (B+, B, B-)**

The student participates actively in discussions, activities, and asking questions; is responsive to the instructor's questions; shows initiative to interact with peers and usually comes to class prepared.

**Fair (C+, C, C-)**

The student participates regularly in discussions, activities, and asking questions; offers answers mostly after being called upon; interacts with peers and occasionally comes to class prepared.

**Marginal (D)**

The student participates passively and shows almost no initiative to interact with peers and the instructor; barely responds when asked questions by the instructor; is absent from class frequently.

**Failure (F)**

The student participates extremely passively and shows no initiative to interact with peers and the instructor; always remains almost silent, ignores questions, activities, and discussions frequently; is absent from class very frequently.

**Part III Other Information****Keyword Syllabus**

German, language, oral communication, written communication, vocabulary, grammar, pronunciation, cross-cultural communication, exchanging greetings and civilities, introducing oneself and others, answering in the negative and affirmative, pronouncing and spelling German, identifying and talking about common household and technical items, expressing ownership, talking about habits and routines, expressing and asking about preferences and wishes, ordering and purchasing, offering and accepting/rejecting, express quantity; understanding the basics of German grammar: Gender system, verb conjugation, Nominativ and Akkusativ case. The course covers speaking and listening, reading and writing, with an emphasis on communication.

**Reading List****Compulsory Readings**

	Title
1	Aufderstraße, H. et al (2013): Themen Aktuell, Kursbuch/Coursebook. Vol. 1: Level A1 Munich: Hueber.
2	Bock, H. et al (2013): Themen Aktuell, Arbeitsbuch/Workbook. Vol. 1, Level A1. Munich: Hueber.

**Additional Readings**

	Title
1	Sherrington, I. & Wingate, U. (2013): Themen Aktuell, Wiederholungsbuch. Vol. 1, Level A1. Munich: Hueber.
2	Langenscheidt Taschenwörterbuch Deutsch - Englisch, Englisch - Deutsch. (2013) Berlin: Langenscheidt.
3	Reimann, M. (2012): Essential grammar of German. Deutsch als Fremdsprache. Munich: Hueber.

4	<a href="http://www.bbc.co.uk/languages/german/">http://www.bbc.co.uk/languages/german/</a>
5	<a href="http://www.goethe.de/enindex.htm">http://www.goethe.de/enindex.htm</a>