



T.C. BOĞAZİÇİ UNIVERSITY

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OVERVIEW OF THE COURSE

GER 102 is the continuation of GER 101 and is an introductory German course, geared to the second and last stage of A1 level of the Common European Framework of Reference for Languages (CEFR). The course will build on and expand basic structures and the most frequent words and phrases to reach some complexity in the use of language. The course will also teach strategies for developing the four language skills reading, writing, speaking and listening.

Prerequisite: GER 101 or consent of the instructor

If the student has not taken GER 101 within the last two semesters, they need to take this placement test so that their level is determined.

<https://einstufungstests.klett-sprachen.de/eks/DaF-A1-C1/>

<https://einstufungstests.klett-sprachen.de/eks/einstufungstest-netzwerkneu-a1/>

MATERIALS

The course book is *Netzwerk Neu A1.2*; it includes a course book and an exercise book. The book can be purchased on campus at the beginning of the semester (further information will be available at the beginning of the course). Extra material such as handouts will be distributed during the semester.

ASSESSMENT CRITERIA

There will one midterm, the exact date will be announced at the beginning of the semester:

Midterm: after the 10th unit

Oral Exam: after the 12th Unit

Midterm: 25%

Oral Exam: 20%

Homework and active participation in class: 20%

Final: 35%

FINAL GRADING OF THE COURSE

AA: 90.00 – 100
BA: 85.00 – 89.00
BB: 80.00 – 84.00
CB: 75.00 – 79.00
CC: 70.00 – 74.00
DC: 65.00 – 69.00
DD: 60.00 – 64.00
F: 0.00 – 59.00

COURSE POLICIES

Learning a new language requires time and commitment on the student's part.

There are two requirements to be able to take the final exam:

1. 80 percent attendance.
2. Average grade of the midterms has to be over 50.

To pass the class, a grade of 60 is required.

Please make sure there are no conflicts before coming to class. Students are expected to come prepared for class and do their homework to ensure no time is wasted during the lessons.

Academic Integrity: The work the students submit must be their own and reflect their language level. Plagiarism is strictly forbidden and will be punished with a failing grade for the course (in addition to further disciplinary actions by the School of Foreign Languages). Plagiarism can take multiple forms, but always has the same origin: someone tries to represent the words or ideas of another or others as their own. If students have questions about plagiarism, they can consult the instructor. Preventing plagiarism is much more pleasant than having to punish it.

Technology in the Classroom: Laptops and phones can be used for legitimate classroom purposes, such as for taking notes, viewing course materials, or working on an assignment. Please refrain from any other usage.

Learning Preferences & Accommodations: People learn in different ways. Please let me know if you have specific learning preferences or needs so that we can make the necessary arrangements to make the course accessible for all. If you have or suspect a disability and need accommodations, please let me know as soon as possible and contact the Students with Disabilities Unit (<https://getem.boun.edu.tr/>).

Mental Support: Studying can sometimes be psychologically challenging. If you feel that you need help, do not wait and contact the Student Guidance and Psychological Counseling Center (BUREM), <http://www.burem.boun.edu.tr/>.

WEEKLY PLAN

- **Week 1-2: Everyday work life**

- **Chapter 7: Arbeitsalltag**

- **Activities:** understand a blog post | write about everyday (work) life | understand conversations at work | describe locations |
- **Task Types:** Role-playing, listening comprehension

Everyday work life 2

- **Chapter 7: Arbeitsalltag**

- **Activities:** describe procedures | understand and answer letters | make small talk
- **Task Types:** Role-playing, writing, listening comprehension, movie clip discussion

Fit and healthy

- **Chapter 8: Fit und gesund**

- **Activities:** Understanding and expressing prompts | giving personal details | naming body parts | reproducing instructions | having conversations at the doctor's office |
- **Task Types:** Listening comprehension, role-playing

Week 2-3: Fit and healthy 2

- **Chapter 8: Fit und gesund**

- **Activities:** understanding and giving instructions | understanding and giving health tips
- **Task Types:** Reading comprehension, writing, role-playing

My apartment

- **Chapter 9: Meine Wohnung**

- **Activities:** Apartment advertisements | describing an apartment | planning apartment furnishings | responding to an invitation | talking about apartment furnishings |
- **Task Types:** Role-playing, listening, reading comprehension

Week 3-4: My apartment 2

Chapter 9: Meine Wohnung; Plattform 3

- **Activities:** expressing liking and disliking | naming colors | talking about types of housing | writing a text about an apartment ("Plattform 3")
- **Task Types:** Reading comprehension, writing, role-playing, movie clip discussion

Week 4-5: Midterm 1, Study and work

- **Chapter 10:** Studium und Beruf
- **Activities:** describe a daily routine | talk about the past | understand statements about the job search
- **Task Types:** Written exam covering weeks 7-9; listening comprehension, role-playing in the supermarket

Study and work 2

- **Chapter 10:** Studium und Beruf
- **Activities:** report on a day | make phone calls and ask questions | talk about jobs
- **Task Types:** Listening comprehension, role-playing, reading comprehension, writing, movie clip discussion

Week 5-6: I like that jacket!

Chapter 11: Die Jacke gefällt mir!

- **Activities:** talk about clothes | understand compliments | talk about the past | have conversations when buying clothes
- **Task Types:** Listening comprehension, writing

I like that jacket! 2

- **Chapter 11:** Die Jacke gefällt mir!
- **Activities:** find your way around a department store / ask for and answer information | understand and research information about Berlin
- **Task Types:** Reading comprehension, writing, movie clip discussion

Week 6-7: Off on vacation!

- **Chapter 12:** Ab in den Urlaub!
- **Activities:** make suggestions for a city tour | understand directions | describe a route | write a postcard | understand and write travelogues
- **Task Types:** Written exam covering Weeks 7-10, listening comprehension, reading comprehension, writing
- **Chapter 12:** Ab in den Urlaub!; **Plattform 4**
- **Activities:** ask and answer questions about a trip | describe the weather | talk and write about destinations (“Plattform 4”)
- **Task Types:** Role-playing, listening comprehension, movie clip discussion

Review Sessions & Preparation for the Oral Examination

- **All chapters**
- **Activities:** Comprehensive review of Chapter 7-12
- **Task Types:** Final examination, oral exam and covering all units

LEARNING OBJECTIVES

Vocabulary

Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.

Grammar

Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

Speaking

Can produce simple, mainly isolated phrases about people and places.

Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.

Can name an object and indicate its shape and colour while showing it to others using basic words/signs, phrases and formulaic expressions, provided they can prepare in advance.

Can use a very short prepared text to deliver a rehearsed statement (e.g. to formally introduce someone, to propose a toast).

Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, family, school).

Can make an introduction and use basic greeting and leave-taking expressions.

Can ask how people are and react to news.

Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.

Can act on basic instructions that involve times, locations, numbers, etc.

Can ask people for things, and give people things.

Can ask people for things and give people things.

Can ask for food and drink using basic expressions.

Can handle numbers, quantities, cost and time.

Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Can ask and answer questions about themselves and other people, where they live, people they know, things they have.

Can indicate time by lexicalised phrases like “next week”, “last Friday”, “in November”, “three o’clock”.

Can express numbers, quantities and cost in a limited way.

Can name the colour of clothes or other familiar objects and can ask the colour of such objects.

Can reply in an interview to simple direct questions, put very slowly and clearly in direct, non-idiomatic language, about personal details.

Can state in simple language the nature of a problem to a health professional and answer simple questions such as “Does that hurt?” even though they have to rely on gestures and body language to reinforce the message.

Can indicate with simple words/signs, intonation and gestures that they do not understand.

Can express in a simple way that they do not understand.

Reading

Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).

Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.

Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.

Can follow short, simple directions (e.g. to go from X to Y).

Can understand short, illustrated narratives about everyday activities described in simple words.

Listening

Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.

Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.

Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided the delivery is very slow and clear and that there are long pauses from time to time.

Can understand when someone tells them slowly and clearly where something is, provided the object is in the immediate environment.

Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.

Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.

Can recognise familiar words/signs and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.

Writing

Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.

Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.

Can ask for or pass on personal details.

Can compose messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary.

Can compose a short, simple postcard.

Can compose a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.

Can fill in numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc., e.g. on a hotel registration form.

Can leave a simple message giving information regarding for instance where they have gone, or what time they will be back (e.g. "Shopping: back at 5 p.m.").

Can formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.

Can use formulaic expressions and combinations of simple words/signs to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.