

International School Basel

# LANGUAGE ACQUISITION CONTINUUM GUIDE

For German, English, French & Spanish



# ISB Language Acquisition Continuum Guide For German, French & Spanish

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## Mission

“We all want to learn more;  
We all do it in different ways;  
We all have fun learning;  
We all help.”

- ISB Student



# Introduction >>





## Context

**There are two types of language programmes at ISB:**

**Language Acquisition:** For students who are acquiring the language but are not yet proficient enough in that language to access the Language and Literature programme.

**Language and Literature:** For students who have the competency in a language to access the programmes on the right.

*These programmes are referred to as:*

- Language Acquisition (MYP)
- Language and Literature (MYP)
- Language and Literature (DP SL/HL)
- Literature (DP SL/HL)

**Important to note:** Students who speak one of the languages offered at ISB at home with one or more family members, could qualify for more than one programme depending on additional exposure to the language. There are a number of factors involved in students' placement for a language group. This document refers to the expectations and progression of Language Acquisition at ISB.

## Purpose of Language Acquisition at ISB

**The aspirations and expectations of the Language Acquisition programme at ISB are to:**

- enable students to access, respect, appreciate and understand other cultures and languages
- foster engagement with local and regional communities
- support the development of international mindedness
- build on students' language experience and knowledge, and facilitate further/additional language learning
- enable students to become critical, creative and competent communicators
- enhance students' command of their first

language(s) through the study of an additional language(s)

- ensure students have the academic competencies to engage in further language studies
- empower students to use languages other than English confidently in their daily life

### **Learning additional languages at ISB**

ISB has developed a Language Acquisition continuum which shows how students progress in their language skills as they are exposed to the language formally and informally within and beyond our school. The development of language competency and fluency is not tied to a specific age, as students will progress at different rates and have different language profiles.

At ISB, we recognize that every student has a unique language profile which is taken into consideration when making a placement. ISB offers the following Language Acquisition options:

- GERMAN
- FRENCH
- SPANISH
- ENGLISH

ISB language acquisition progression from EC1 to Grade 10 is organised in phases. Students will be placed in the phase/class that best fits their skills and competency in Listening, Speaking, Reading and Writing, when joining our school or as they progress through the school. In Language Acquisition phase progression varies and is not grade level connected.

In the PYP all language competencies in English

and German are covered within the Language and Literacy Continuum. In the MYP and DP, students are either on the Language Acquisition or the Language and Literature Continuum for the languages offered.

Teachers at ISB develop specific units to be taught in each grade level, based on phase-appropriate skills. In line with the philosophy underpinning all IB programmes, language learning at ISB is built on a communicative approach. It is based on developing skills to support inquiry-based learning and conceptual developing understanding. The topics and concepts addressed in each unit are intentionally selected to match the students' language proficiency as well as developmental stage, their interests and the world outside the classroom.

## Language Pathways at ISB

### IB PRIMARY YEARS PROGRAMME (PYP):

#### Junior School (Early Childhood 1-3, Grades 1-5)

Students in the PYP have two language pathways. They can choose to study in the Dual Language Programme which means a balanced programme of instruction in both German and English. By August 2026 all PYP grade levels, from EC1 - G5 will have this option. The second pathway is the English Language Programme (ELP), where English is the language of instruction as well as German Language Acquisition classes and some additional classes in German.

### IB MIDDLE YEARS PROGRAMME (MYP):

#### Middle School (Grade 6-8)

All students in Grade 6 to 8 study German. Depending on their individual language profile, students either follow a course of German Language Acquisition or study German Language and Literature (unless they are in the English as an Additional Language (EAL) intensive programme).

In addition, students study either French or Spanish in Grade 6. In Grade 7 and 8, students can choose to continue their studies in French or Spanish or choose a different elective.

### Senior School (Grade 9 and 10)

Students in Grade 9 and 10 are expected to study at least one language in addition to English. The school offers courses in German, French and Spanish. For German, students can start with different entry levels. There are fewer levels for French and Spanish available, with some prior knowledge expected. Students can choose to study a third language as one of their options.

### DIPLOMA PROGRAMME (DP)

#### Senior School (Grade 11 and 12)

For the Diploma Programme students can follow different pathways, depending on their prior learning and language proficiency. There are a range of language courses offered in Grade 11 and 12:

- **Language and Literature or Literature:** German, English, French and Spanish - SL and HL
- **Language B:** German, French and Spanish - SL and HL
- **Language B:** English - HL
- **Language ab initio:** German, French and Spanish<sup>1</sup> - SL
- **School supported self-taught** - for students who want to study their mother tongue as a Literature course

<sup>1</sup> For French and Spanish, availability of different courses is subject to change

## Language Skills



### Listening

Listening refers to aural interaction or decoding, comprehending and responding to spoken and/or visual multimodal texts. Listening involves hearing and distinguishing between sounds, understanding contextual clues, making sense of the spoken message, and recognising its purpose and intended audience. Over time, students learn to make inferences and support their response to different text types with evidence.



### Reading

Reading refers to decoding, comprehending and responding to written and/or visual multimodal texts. Reading involves recognising purpose, form, genre and intended audience. Students read a variety of genres of appropriate literary and non-literary texts for pleasure, interest, and information. Over time, students learn to make inferences and support personal responses to different text types with evidence.



### Speaking

Speaking refers to oral interaction with others and to the organisation and communication of thoughts, ideas and information in a spoken form. First and foremost, speaking is about communicating meaning. Over time, students develop a variety of strategies and communicative techniques to communicate effectively for different purposes in a variety of contexts. They learn to apply them with increasing skill, accuracy and effectiveness, with a clear audience and purpose in mind.



### Writing

Writing refers to the organisation and communication of thoughts, ideas and information in a written form. First and foremost, writing is about communicating meaning. Over time, students develop a variety of structures, strategies and literary techniques. They learn to apply them with increasing skill, accuracy and effectiveness, with a clear audience and purpose in mind, creating a range of text types.

## The role of GRAMMAR and VOCABULARY in relation to the language skills

Grammar and vocabulary are taught in the context of the four language skills and in relation to the students' developmental stage and language phase. The primary aim of the acquisition of grammatical knowledge and vocabulary is to support students' communicative competence. The grammar progression for German can be found in the Appendices.



# Language Progression at ISB

GRADES 6-10





Progression in Language Acquisition from Grade 6 to Grade 10 is organised in phases of development. The expectations for the different phases are clearly articulated in this continuum and aligned to the IB MYP course objectives for Language Acquisition. For more information on the PYP language phases, please refer to the ‘Language and Literacy Continuum’.

Students are placed in a class that meets their language proficiency at the time, although changes may occur during one academic year. Depending on student numbers in particular year groups, some phases might be combined in one class. Moving into the IB Diploma, students can follow a range of pathways, depending on their language proficiency and prior study. IB Diploma courses follow the IB terminology and expectations, to reflect the different types of language courses and levels available.



Level	MYP Phase (Grade 6-10)	DP Course (Grade 11 & 12)
Emergent	Phase 1	Ab initio in rare cases <sup>2</sup>
	Phase 2	Language B SL <sup>3</sup>
Capable	Phase 3	Language B SL
	Phase 4	Language B SL and HL
Proficient	Phase 5	Language B SL and HL Language and Literature SL <sup>4</sup> Literature SL

Please note that these are guidelines and that students may prefer to choose a different option for their DP studies.

<sup>2</sup> Ab initio is for students with no to very limited exposure to the language Phase. Students from Phase 2 are usually not allowed to enrol in this course.

<sup>3</sup> In rare cases, Ab initio for Phase 2

<sup>4</sup> Where possible, it is recommended that the student has at least one semester in MYP language and literature before starting the DP courses.

## Emergent: Phase 1

By the end of Phase 1, students will have learnt and mastered most if not all of the following language skills.

### In Phase 1, learners ....



#### Listening

- Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.
- Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.
- Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.
- Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.
- Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly.
- 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 deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.
- Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.



#### 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 on postcards.
- Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).
- Can recognise familiar names, words/signs and very basic phrases on simple notices in the most common everyday situations.
- Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).
- Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.
- 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.



#### Speaking

- Can produce simple, mainly isolated phrases about themselves, other people and places.
- Can describe themselves, what they do and where they live.
- Can describe how they feel and 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 express what they are good at and not so good at (e.g. sports, games, skills, subjects).
- Can give simple descriptions of objects (e.g. name, shape, colour, size).
- Can give basic directions using common expressions and along with sequential connectors such as then, first, if prepared in advance."
- 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 understand and use basic, formulaic expressions such as "Yes", "No", "Excuse me", "Please", "Thank you", "No thank you", "Sorry".
- 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.



#### 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 isolated phrases and sentences.
- Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.
- Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).
- Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary.
- 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.

## Emergent: Phase 2

By the end of Phase 2, students will have learnt and mastered most if not all of the following language skills.

### In Phase 2, learners ....



#### Listening

- Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.
- Can follow short, simple social exchanges, conducted very slowly and clearly.
- Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
- Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc.
- Can exploit recognition of numbers, dates, names, proper nouns, and familiar words or signs to identify the topic of a text and to deduce the meaning of unfamiliar words or signs in short, routine everyday expressions.
- Can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).



#### Reading

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.
- Can understand short, simple personal letters.
- Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase).
- Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
- Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras).
- Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
- Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.
- Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).
- Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).
- Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail.
- Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.



#### Speaking

- Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
- Can tell a story or describe something in a simple list of points.
- Can describe everyday aspects of their environment e.g. people, places, a job or study experience.
- Can describe plans and arrangements, habits and routines, past activities and personal experiences.
- Can use simple descriptive language to talk briefly about family, living conditions, education, plans, people, places, and possessions, and to compare objects.”
- Can describe everyday aspects of their environment, such as people, places, a job, or study experience, and can give short, basic descriptions of events and activities.
- Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.
- Can follow clearly articulated language directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs.
- Can converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters.
- Can ask how people are, react to news, and make or respond to invitations, suggestions, and apologies.”
- Can express how they are feeling, using very basic stock expressions.



#### Writing

- Can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like “and”, “but” and “because”.
- Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).
- Can give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.
- Can convey personal information of a routine nature, for example in a short e-mail or letter introducing themselves.
- Can compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).

## Capable: Phase 3

By the end of Phase 3, students will have learnt and mastered most if not all of the following language skills.

### In Phase 3, learners ....



#### Listening

- Can understand the main points made in clear standard language or a variety of familiar matters regularly encountered at work, school, leisure, etc., including short narratives.
- Can generally identify the topic of discussion around them when it is conducted slowly and clearly.
- Can recognise when people agree and disagree in a conversation conducted slowly and clearly.
- Can understand the most important information contained in short commercials concerning goods and services of interest (e.g. CDs, video games, travel).
- Can understand key information from short broadcasts (e.g. weather forecasts, concert announcements, sports results) and from interviews about what people do, like, and dislike in their free time, provided speakers talk slowly and clearly.
- Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.
- Can make basic inferences or predictions about text content from headings, titles or headlines.
- Can watch or listen to a short narrative and predict what will happen next.
- Can follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).
- Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).



#### Reading

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- Can understand a simple personal letter, e-mail or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.
- Can understand basic types of standard routine letters (enquiries, orders, letters of confirmation, etc.) on familiar topics.
- Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are produced in simple language.
- Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events.
- Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable.
- Can pick out the main information in short news reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.
- Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).



#### Speaking

- Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
- Can give straightforward descriptions on a variety of familiar subjects within their field of interest.
- Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
- Can give detailed accounts of experiences, describing feelings and reactions.
- Can relate details of unpredictable occurrences, e.g. an accident, dreams, hopes, book or film and describe their reactions.
- Can relate the plot of a book or film and describe their reactions.
- Can explain the main points in an idea or problem with reasonable precision, sharing detailed information reliably.
- Can describe how to do something, giving detailed instructions.
- Can express opinions on subjects relating to everyday life, using simple expressions.
- Can interact with reasonable ease in structured or routine conversations, including unprepared exchanges on familiar or personal topics, asking and answering questions, expressing opinions, and handling most situations likely to arise in everyday life or while travelling, provided the other person helps if needed.
- Can start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions on familiar subjects.
- Can have relatively long conversations on subjects of common interest, provided the interlocutor makes an effort to support understanding.
- Can participate in short conversations in routine contexts on topics of interest.
- Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- Can ask for a favour (e.g. to borrow something), can offer a favour, and can respond if someone asks them to do a favour for them.



#### Writing

- Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.
- Can describe everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences.
- Can give very short, basic descriptions of events, past activities and personal experiences.
- Can tell a simple story (e.g. about events on a holiday or about life in the distant future).
- Can present a topic in a short report or poster, using photographs and short blocks of text.
- Can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.
- Can compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).

## Capable: Phase 4

By the end of Phase 4, students will have learnt and mastered most if not all of the following language skills.

### In Phase 4, learners ....



#### Listening

- Can understand straightforward factual information about common everyday or school-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.
- Can follow much of everyday conversation and the main points of extended discussions, provided they are clearly articulated in standard language or a familiar variety.
- Can understand the main points and information content of most recorded or broadcast material on familiar or personally relevant topics, provided it is delivered clearly and at a moderate pace in standard language.
- Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear.
- Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.
- Can extrapolate the meaning of a section of a text by taking into account the text as a whole.
- Can identify the meaning of unfamiliar words/signs from the context on topics related to their field and interests.
- Can extrapolate the meaning of occasional unknown words/signs from the context and deduce sentence meaning, provided the topic discussed is familiar.



#### Reading

- Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.
- Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
- Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences.
- Can understand standard formal correspondence and online postings in their area of professional interest.
- Can find and understand relevant information in everyday materials such as letters and brochures, and can scan longer texts to locate specific information and gather details needed to complete a particular task.
- Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.
- Can assess whether an article, report or review is on the required topic.
- Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.
- Can understand key points in straightforward factual texts and news articles on familiar or personally relevant subjects.
- Can understand most factual and opinion texts on familiar or current-interest subjects, given enough time to reread.
- Can identify the main conclusions in clearly signalled argumentative texts.
- Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.



#### Speaking

- Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
- Can clearly express feelings about something experienced and give reasons to explain those feelings.
- Can give clear, detailed descriptions on a wide range of subjects related to their field of interest and can describe the personal significance of events and experiences in detail.
- Can communicate complex information and advice on the full range of matters related to their occupational role.
- Can explain whether or not they approve of what someone has done and give reasons to justify this opinion.
- Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.
- Can convey degrees of emotion and highlight the personal significance of events and experiences.



#### Writing

- Can give accounts of experiences, describing feelings and reactions in simple, connected text.
- Can give a description of an event, a recent trip – real or imagined.
- Can produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion.
- Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.
- Can compose personal letters giving news and expressing thoughts about abstract or cultural topics such as music or film.
- Can compose letters expressing different opinions and giving detailed accounts of personal feelings and experiences.

## Proficient: Phase 5

By the end of Phase 5, students will have learnt and mastered most if not all of the following language skills.

### In Phase 5, learners ....



#### Listening

- Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.
- Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.
- Can with some effort catch much of what is said around them, but may find it difficult to participate effectively in discussion with several users of the target language who do not modify their language in any way.
- Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.
- Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.
- Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.



#### Reading

- Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
- Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
- Can read correspondence relating to their field of interest and readily grasp the essential meaning.
- Can understand what is said in a personal e-mail or posting even where some colloquial language is used.
- Can scan quickly through long and complex texts, locating relevant details.
- Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
- Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.
- Can recognise when a text provides factual information and when it seeks to convince readers of something.
- Can recognise different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships.



#### Speaking

- Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
- Can give clear, detailed descriptions of complex subjects.
- Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding them off with an appropriate conclusion.
- Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.
- Can give instructions on carrying out a series of complex steps
- Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
- Can develop a clear argument, expanding and supporting points of view at some length with subsidiary points and relevant examples, and can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.
- Can develop a clear argument, expanding and supporting points of view at some length with subsidiary points and relevant examples, and can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.
- Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party.
- Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.
- Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement plus, if appropriate, comments about third parties or shared conditions.



#### Writing

- Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
- Can give a review of a film, book or play.
- Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- Can synthesise information and arguments from a number of sources.
- Can compose letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.
- Can compose formal e-mails/letters of invitation, thanks or apology using appropriate registers and conventions.
- Can compose non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact.



# Appendices

GERMAN GRAMMAR  
CONTINUUM GRADE 6 - 10



# Appendix 1: German Grammar Continuum Grade 6 to 10

	Phase 1 (Emergent)	Phase 2 (Emergent)	Phase 3 (Capable)	Phase 4 (Capable)	Phase 5 (Proficient)
<b>Tenses</b>	<ul style="list-style-type: none"> <li>Present tense                             <ul style="list-style-type: none"> <li>- Regular verbs</li> <li>- Irregular verbs (<i>sein, haben, etc</i>)</li> <li>- Some modal verbs (<i>wollen, möchten, können, mögen</i>)</li> <li>- Some separable verbs (with prefix being an independent word, e.g. <i>ankommen, zumachen</i>)</li> </ul> </li> <li>Imperfect of 'sein' <i>war</i></li> <li>Using time phrases to refer to the future</li> </ul>	<ul style="list-style-type: none"> <li>Present tense                             <ul style="list-style-type: none"> <li>- Modal verbs (all)</li> <li>- More regular verbs</li> <li>- More irregular verbs</li> <li>- More separable verbs</li> <li>- Reflexive verbs for daily routine (more as vocab items)</li> </ul> </li> <li>Perfect tense                             <ul style="list-style-type: none"> <li>- Regular verbs</li> <li>- Irregular verbs</li> <li>- Some separable verbs (daily routine)</li> </ul> </li> <li>Imperfect                             <ul style="list-style-type: none"> <li>- <i>sein &amp; haben</i> all forms</li> </ul> </li> <li>Imperative (frequent verbs in the singular)</li> </ul>	<ul style="list-style-type: none"> <li>Imperfect tense of regular verbs</li> <li>Imperfect tense of common irregular verbs</li> <li>Imperfect tense - modal verbs</li> <li>Future tense - <i>werden</i> + Infinitive</li> <li>More separable and inseparable verbs in present tense and perfect tense.</li> <li>Imperative (Plural)</li> </ul>	<ul style="list-style-type: none"> <li>Imperfect tense - all verbs</li> <li>Subjunctive II: <i>würde, + infinitive, and 'wäre, hätte, könnte, müsste, dürfte, möchte, sollte'</i></li> <li>Passive voice</li> <li>The different meaning of "werden"</li> <li>Reflexive Verbs + prepositions</li> <li><i>Verben mit Dative/accusative</i></li> </ul>	<ul style="list-style-type: none"> <li>Plusperfect</li> <li>Future II</li> <li>Konjunktiv II (more verbs)</li> <li>Konjunktiv I (recognise)</li> <li>Imperfect as narration</li> <li>Separable v inseparable verbs</li> </ul>
<b>Cases</b>	<ul style="list-style-type: none"> <li>Nominative</li> <li>Verbs that take accusative (Accusative not explicitly taught but object is mentioned)</li> <li><i>Es gibt</i> + accusative</li> </ul>	<ul style="list-style-type: none"> <li>Accusative as direct object</li> </ul>	<ul style="list-style-type: none"> <li>Dative as indirect object</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to genitive with 'wegen' and 'trotz'</li> </ul>	<ul style="list-style-type: none"> <li>Genitive</li> </ul>
<b>Articles</b>	<ul style="list-style-type: none"> <li>Definite &amp; Indefinite in nominative</li> <li>Possessive articles in nominative</li> <li>Negative articles (kein)</li> </ul>	<ul style="list-style-type: none"> <li>Definite &amp; Indefinite articles in the nominative &amp; accusative</li> <li>Possessive articles in accusative</li> <li>Negative articles in accusative</li> <li><i>Diese, dieses, dieser</i></li> </ul>	<ul style="list-style-type: none"> <li>Definite &amp; Indefinite in dative</li> <li>Possessive articles in dative</li> <li>Negative articles in dative</li> </ul>	<ul style="list-style-type: none"> <li>Definite &amp; Indefinite all cases</li> </ul>	
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>All pronouns - nominative</li> <li>Possessive - nominative</li> <li>Difference between <i>du</i> and <i>Sie</i> (and <i>ihr</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Possessive - accusative</li> <li>Personal pronouns in accusative</li> <li>'Man' as impersonal pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Possessive - dative</li> <li>Personal pronouns in dative - <i>Sie/ Ihnen</i></li> <li>Relative pronouns: Nom.</li> </ul>	<ul style="list-style-type: none"> <li>Possessive - genitive</li> <li>Indefinite pronomen: Nominativ, Akkusativ, Dativ (<i>keiner, einer, jemand, niemand, jeder alle</i>)</li> <li>Relative pronouns, acc. Dative</li> </ul>	<ul style="list-style-type: none"> <li>Personal and possessive pronouns all cases                             <ul style="list-style-type: none"> <li>- Indefinitpronomen mit irgend-</li> <li>- Adverbien: <i>füreinander, miteinander, umeinander, voneinander</i></li> <li>- Indefinitpronomen: <i>welche</i></li> <li>- Relative pronouns with Genitive</li> </ul> </li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li><i>Der Ball ist klein.</i> (not adjectival agreement)</li> </ul>	<ul style="list-style-type: none"> <li>Adjectival agreement with indefinite article for the accusative.</li> </ul>	<ul style="list-style-type: none"> <li>Definite and indefinite adjective endings in nominative &amp; accusative case</li> </ul>	<ul style="list-style-type: none"> <li>Adjective endings in all cases with all articles</li> </ul>	<ul style="list-style-type: none"> <li>Adjective endings without articles</li> </ul>

**Prepositions**

- With nouns e.g. *mit dem Bus, im Wohnzimmer* taught as a phrase
- Local prepositions ('Wechselpräpositionen') but only with the dative

**Sentence Structure**

- Verb second idea
- Subject-verb-object
- Sentence bracket with modal verbs
- Interrogative sentences (both yes/no questions and W-Fragen)
- Satzklammer mit Perfekt
- Simple subordinate clauses (follows main clause)
- Imperative

**Connecting words**

- Coordinating Conjunctions:  
*und, aber, oder, denn*
- Subordinating Conjunctions:  
*weil, wenn, dass, zuerst, dann, danach, zum Schluss*

**Other**

- Concept of gender and number (singular, plural)
- Different plural forms of nouns.
- Telling time and date
- Ordinal numbers
- Lieblings- (compound nouns) in the nominative
- Alphabet & phonics
- W fragen
- Comparatives & superlatives

**Important Terminology focusing on grammatical concept and rules**

- Subjekt, Verb, Artikel, Objekt, Adjektiv, Nomen/Pronomen, Modalverb, Präsens, Konnektor Auch, nicht and kein*
- Kasus, Perfekt, Hilfsverb, Partizip II, Imperfekt, Imperativ, Konjunktionen (unterordnend), Adverb*

**Text types productive**

- Personal Letter
- Email (informal)
- Interview - informal using W-Fragen
- Postcard
- Set of instructions
- Brochure/leaflet

**Text types receptive**

- Survey (basic)
- Poster
- Diary entry
- Travel guide

- Dative prepositions
- Accusative prepositions
- Two-way prepositions with accusative and dative
- Verbs followed by prepositions
- Genitive prepositions
- Prepositional adverbs e.g. *dafür, hierfür, wofür, damit, hiermit, womit.*

- Time Manner Place (TMP)
- Inversion with subordinate clauses (subordinate clause first followed by main clause)
- Relative clauses with nominative
- "verb, verb"
- "wenn-dann"-clauses (for make-believe situations)
- Nebensatz: *Relativsätze was, wo, woher, wohin*
- Finalsätze (Nebensatz: *damit*)
- Infinitivkonstruktionen *um...zu*
- Nebensätze mit *(an)statt dass, ohne dass...*
- Infinitive Constructions mit *anstatt... zu, ohne... zu*
- Relative clauses all cases
- "wenn-dann"-clauses ref. to the past (*hätte gewusst*)
- Sub-clauses: Temporal clauses (*seit, bis, während, bevor, nachdem*)
- Consecutive sentences (Konsekutivsätze): *so dass, obwohl, trotzdem*
- Kausalsätze: *Nebensätze (weil), Hauptsätze (deshalb, deswegen, darum)*

- Subordinating Conjunctions:  
*als, wenn, ob, obwohl, sondern, wenn ... dann*
- More Conjunctions:  
*deshalb, trotzdem, anschliessend, zuletzt, schließlich, je ...desto, sowohl ... als auch*
- Deswegen, daher, darum, wenn/falls/ob*

- Comparative phrases with *als*, and *wie*
- Indirect questions
- Partizip als Adjektiv
- Adverbs & preposition e.g. *darauf, darüber*
- Comparatives & superlatives in front of nouns
- Weak declension
- Adjektiv als Nomen

- Komparativ, Superlativ, Relativpronomen*

- Blog/Social Media posting
- Email (formal)
- Formal Interview with intro and conclusion
- Discussion
- Companion (Ratgeber)
- Formal letter
- Article
- Debate
- Interview +Article
- Speech
- Book review - Literature

- Questionnaire
- (News) Report
- Advert
- Newspaper column
- Letter to the editor
- Editorial/*Leitartikel*

## Appendix 2: Approaches to Learning Skills

Focus should be on what we are actively teaching rather than the skills they should be using

### Communication

- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

### Research

- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

### Thinking

- Recognize unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Consider ideas from multiple perspectives
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
- Apply skills and knowledge in unfamiliar situations

### Self-Management

- Keep an organized and logical system of information files/notebooks
- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies
- Use memory techniques to develop long-term memory
- Use critical-literacy skills to analyse and interpret media communications

### Social

- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Practice empathy to understand others' feelings, perspectives and experiences
- Demonstrate empathy when working with diverse groups

# More Information >>

## Reference to external frameworks

There are two major frameworks for teaching, learning & assessing language acquisition skills. The [Common European Framework of Reference \(CEFR\) for Languages](#) and the U.S. defined scales of proficiency, i.e., [the ACTFL Proficiency Guidelines](#).

Both frameworks form the basis of major testing and certification systems. The following reference table is to be used as a proficiency indicator for students and their families as they move through language courses at the ISB.

Proficiency Level	Level	Approximate CEFR Level	Rating on ACTFL assessment
Emergent communicator	Phase 1	Pre-A1 of CEFR	Novice Mid
	Phase 2	A1 of CEFR	Novice High
Capable communicator	Phase 3	A2 of CEFR	Intermediate Low or Mid
	Phase 4	B1 of CEFR	Intermediate Mid or High
Proficient communicator	Phase 5	B2 of CEFR	Advanced Mid

As families move to and from the ISB, students often need to demonstrate their language proficiency level or they seek an official certification for their language level. Below is a link to the CEFR test centres in the Basel area for German .

[German TELC exams](#)

## ISB contact

If you have questions about transition, placement or progression of learning in any of the additional languages offered at ISB (German, English, French and Spanish), please contact the relevant divisional office, asking for the language coordinator

- Junior School, EC1 - Grade 5:  
[juniorschool@isbasel.ch](mailto:juniorschool@isbasel.ch)
- Middle School, Grade 6 - 8:  
[middleschool@isbasel.ch](mailto:middleschool@isbasel.ch)
- Senior School, Grade 9- Grade 12:  
[seniorschool@isbasel.ch](mailto:seniorschool@isbasel.ch)



