



Enseignement secondaire		
Classes internationales		
	Régime anglophone	
Luxembourgeois		
Programme		
7IEC / 6IEC		

Leçons hebdomadaires: 3 / 3
Langue véhiculaire: luxembourgeois
Nombre minimal de devoirs par trimestre: 2 (1/3 note orale)

At the beginning of the academic year a placement-test for levels A1 to B1 of the Common European Framework of Reference will be carried out. Placement will take place according to the student's individual results. The test will assess listening comprehension and speaking skills (a short personal introduction followed by a question-and-answer session).

Students who have never had any contact with Luxembourgish are exempt from tests and will straightaway be oriented in the A1 course.

The students will be placed in one of the following courses according to their level of Luxembourgish:

1. Luxembourgish as a foreign language level A1
2. Luxembourgish as a foreign language level A2
3. Luxembourgish as a foreign language level B1
4. Luxembourgish - advanced level

### General aims

Living in and contributing to typical (school) life in and outside of a secondary school in Luxembourg.

In the course of three years (7IA, 6IA, 5IA), students will be given the opportunity to achieve level B1 of the CEFR, which is the level asked in tests that are to be taken in the process of obtaining the Luxembourgish citizenship (INLL "Sproochentest").

Bilingual students that have Luxembourgish as native or as second language will follow a course that is similar to the Luxembourgish course taught in regular public schools in Luxembourg in 7<sup>th</sup> grade (VIIe classique).



## Teaching and learning methods, various activities for all levels

Council of Europe: Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Cambridge University Press, 2001.  
[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

The use of language for playful purposes often plays an important part in language learning and development, but is not confined to the educational domain. Examples of ludic activities include:

Social language games:

- oral (story with mistakes; how, when, where, etc.);
- written (consequences, hangman, etc.);
- audio-visual (picture lotto, snap, etc.);
- board and card games (Scrabble, Lexicon, Diplomacy, etc.);
- charades, miming, etc.

Individual activities:

- puzzles (crossword, rebus, anagram, etc.);
- media games (TV and radio: chiffres et lettres, Catchword, etc.);
- Verbal joking (punning, etc.) e.g. in:
- advertisements e.g. (for a car) *'Make your money go a long way'*;
- newspaper headlines e.g. *'Feminism or bust!'*;
- graffiti e.g. *'Grammar rules – O.K.?'.*

Imaginative and artistic uses of language are important both educationally and in their own right. Aesthetic activities may be productive, receptive, interactive or mediating (see 4.4.4 below), and may be oral or written. They include such activities as:

- singing (nursery rhymes, folk songs, pop songs, etc.)
- retelling and rewriting stories, etc.
- listening to, reading, writing and speaking imaginative texts (stories, rhymes, etc.) including audio-visual texts, cartoons, picture stories, etc.
- performing scripted or unscripted plays, etc.
- the production, reception and performance of literary texts, e.g.: reading and writing texts (short stories, novels, poetry, etc.) and performing and watching/listening to recitals, drama, opera, etc.



## **Course outline for Luxembourgish as a foreign language level A1 - Breakthrough or beginner**

### **Aims**

The student can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. He/she can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### **Course components**

The focus of this course will lie on listening, spoken interaction and spoken production activities as well as basic reading and writing activities in the textbook.

### **Communication**

Asking for help in school and react to instructions in class; greeting people; introducing oneself and others; saying goodbye; asking and answering questions on the human condition; 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; talking about preferences; telling daily routines and habits; planning a lunchbreak; distinguishing different types of restaurants; cheering somebody up; naming addresses; planning a holiday; etc.

### **Grammar**

Personal pronouns (including the polite form of address, “duzen” an “dierzen”); possessive pronouns; negation; main verbs (“hunn” “sinn” “ginn”), modal verbs (kënnen, däerfen; ...) and regular verbs in the present indicative (“huelen” “kréien” “brauchen” “goen” “kafen” “wunnen” “kommen” “schwätzen” “fueren”); basic irregular verbs in the present indicative; male and female pronouns, prepositions, w-questions, N-rule (“Äifeler Regel”), use of small and capital letters, definite and indefinite articles, scaling adverbs (“gär”, “net gär”, “léiwer”), etc.

### **Lexis**

Alphabet; numbers; vocabulary relating to specific topics: leisure time activities; activities at home; members of the family; body parts; eating and drinking; school; hobbies; clothes; pets; names of cities and countries; days of the week; months; date; time; seasons; weather; holidays; public holidays; 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.

First vocabulary on topics of Luxembourgish geography, history, culture and literature.

### **Skills and objectives**

#### **Listening**

The student can recognize familiar words and very basic phrases concerning himself, his family and immediate concrete surroundings (speech and instructions) when people speak slowly and clearly.



### Reading

The student can understand familiar names, words and understand and follow very simple sentences and directions, for example on notices and posters or in catalogues (with the help of visual support) and the most common everyday situations.

### Spoken Interaction

The student can interact in a simple way provided the other person is prepared to repeat or rephrase sentences at a slower rate of speech and help him formulate what he's trying to say. He can ask and answer simple questions in areas of immediate need or on very familiar topics. He can react to questions about himself and other people as well as about time and weekdays.

### Spoken Production

The student can use and read out simple phrases and sentences to describe where he lives and people he knows in standard Luxembourgish pronunciation.

### Writing

The student can write a short, simple postcard, for example sending holiday greetings. He can fill in forms with personal details, for example entering their name, nationality and address on a hotel registration form.

### Assessment

Students will sit several listening, oral and written tests (in that order of precedence) per term, which will normally take place after a concluded teaching unit.

Homework will be assigned at a regular basis and considered for the final mark.

### Course material

- A1: Schwätzt Dir Lëtzebuergesch - A1 (INLL 2017 978-99959-40-02-7)

### Remarks

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



## **Course outline for Luxembourgish as a foreign language level A2 – Waystage or elementary**

### Prerequisites

A1: 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.

The student can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. He can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### Aims

The student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, school). He can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. The student can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### Course components

The focus of this course will be on listening, spoken interaction and spoken production activities as well as basic reading and writing activities in the textbook.

### Communication

Use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at school and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; share opinions; ask and give advice; fix an appointment; express a wish; make and accept offers; make simple transactions in shops; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services; cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint; take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction; ask someone to clarify or elaborate what they have just said.

### Grammar

Parts of speech: Personal and impersonal pronouns (including “et”), adjectives and comparatives, negation, articles and possessive pronouns in the nominative and accusative forms, future expressions, demonstrative pronouns, the double possessive (“Dem Rui seng Mamm”), prepositions with the dative form.

Conjugation patterns: modal verbs “kënnen” “däerfen”, “mussen” “sollen” “wëllen”, auxiliary and modal verbs in the progressive present tense “hien ass am Gaang”; imperative tense; most important verbs in the past tense (passé composé and Präterit); verbs that can



be separated (“undoen” “ausdoen”) and reflexive verbs, inversion.

Syntax (sentence construction): positions of words in sentences; subordinate clauses (“Wéi ech ...” “fir ze”) and the use of the conjunctions: “an” “mee” “oder” “well” etc.

#### Lexis

Vocabulary related to specific topics: food, family members, clothes, hobbies; 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; professions, work places and working conditions; health, different kinds of doctors; verbs and prepositions of position (“stellen” “stoen” “leien” “leeën”).

Further vocabulary on topics of Luxembourgish geography, history, culture and literature.

#### Skills and objectives

##### Listening

The student can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). He can identify topics and catch the main point in short, clear, simple messages and announcements.

##### Reading

The can read very short, simple texts. He can find specific, predictable information in simple material such as advertisements, prospectuses, menus and timetables and he can understand short simple personal letters.

##### Spoken Interaction

The student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. He can handle very short social exchanges, even though he can't usually understand enough to keep the conversation going himself.

##### Spoken Production

The student can use a series of phrases and sentences to describe in simple terms his family and other people, living conditions, his educational background, hobbies and his likes and dislikes.

##### Writing

The student can write short, simple notes and messages relating to matters in areas of immediate need. He can write a very simple personal letter, for example thanking someone for something, or poems and imaginary biographies about people.

##### Assessment

Students will sit several listening, oral and written tests (in that order of precedence) per term, 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 to assess and certify aspects such as listening 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 considered for the final mark.



#### Course material

- A2: Schwätzt Dir Lëtzebuergesch - A2 (INLL 2017 978-99959-40-03-4)

#### Remarks

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





## **Course outline for Luxembourgish as a foreign language level B1 – Threshold or intermediate**

### **Prerequisites**

A2: Refined means of communication, conversation, presentation and argumentation. Regular vocabulary and expressions, in both oral and written form. Decent notions of grammar and spelling. Vocabulary related to specific topics of everyday life.

The student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, school). He can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. The student can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### **Aims**

The student can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc. He can deal with most situations likely to arise whilst interacting in an area where the language is spoken. He can produce simple connected text on topics which are familiar or of personal interest. The student can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

### **Course components**

The focus of this course will be on listening, spoken interaction and spoken production activities as well as basic reading and writing activities in the textbook.

### **Communication**

Take messages communicating enquiries, explaining problems; provide concrete information required in an inter-view/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem; summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

### **Grammar**

Conjunctions and subordinate clauses; temporal and modal prepositions; declension of adjectives; comparatives and superlatives; declension of nouns and pronouns.

### **Lexis**

Refined vocabulary related to specific topics: food, family members, clothes, hobbies; 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.

Further vocabulary on topics of Luxembourgish geography, history, culture and literature.





## Skills and objectives

### Listening

The student can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. He can understand the main point of many radio or TV programmes as well as factual and simple technical information on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. He can follow detailed directions.

### Reading

The student can understand texts that consist mainly of high frequency everyday or job-related language. He can understand the description of events, feelings and wishes in personal letters. He can use reading techniques (scanning, extrapolating, deducing) and identify the structure of argumentative texts.

### Spoken Interaction

The student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. He can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

### Spoken Production

The student can connect phrases in a simple way in order to describe experiences and events, his dreams, hopes and ambitions. He can briefly give reasons and explanations for opinions and plans. He can narrate a story or relate the plot of a book or film and describe his reactions.

### Writing

The student can write simple connected text on topics which are familiar or of personal interest. He can write personal letters describing experiences and impressions.

### Assessment

Students will sit several listening, oral and written tests (in that order of precedence) per term, 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 to assess and certify aspects such as listening and oral skills (textual comprehension and expression) and to inform pupils about their progress and potential remaining shortcomings (formative evaluation). 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 considered for the final mark.

### Course material

- B1: Lies de bal (MENFP/Saint-Paul/Binsfeld 2014 978-99959-2-000-5)
- De roude Fuedem (Christiane Ehleringer) (Imprimerie Centrale 978-2-87978-063-4)

### Remarks

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



## Course outline for Luxembourgish – advanced level

### Prerequisites

Luxembourgish as native or second language. (6 Years of regular primary school in Luxembourg)

### Aims

Information and discussions about Luxembourg and its language, literature and history.  
Improve speaking and reading fluency and accuracy.

### Course components

#### Communication

Understanding and interpreting Luxemburgensia (Literature in Luxembourgish, about Luxembourg or from Luxembourgish authors), the country and its people as well as films and documentaries.

#### Grammar

Spelling of the Luxembourgish language.

#### Lexis

Etymologie, figures of speech, proverbs, regional differences of Luxembourgish.

### Assessment

Students will sit 2 tests per term (1 written, 1 oral) about concluded units.

- B1: Lies de bal (MENFP/Saint-Paul/Binsfeld 2014 978-99959-2-000-5)
- De roude Fuedem (Christiane Ehleringer) (Imprimerie Centrale 978-2-87978-063-4)

### Remarks

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