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# **Languages for All Academic Courses Learner Handbook 2021-2022**

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# Mode of Delivery

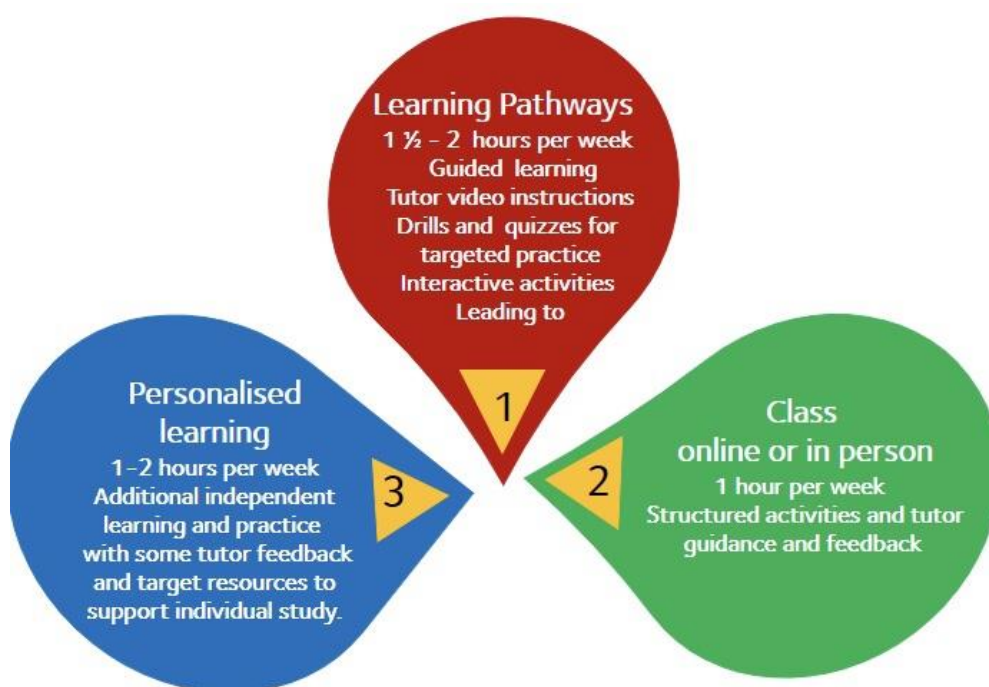
We teach our courses through a flexible and inclusive mode of delivery. We will be running some online courses and some in person courses; details of the options available are on our website.

All our Academic courses include a combination of **online learning pathways** to be prepared in advance of each class, using the University's Virtual Learning Environment, Canvas, and **small group classes** every week (either online or in person).

Having had the opportunity to learn from the experience and feedback from our learners and tutors since Trinity term 2020, we are confident that this mode of delivery works well for our community of learners. This mode of delivery enables you to:

- Work flexibly at your own pace
- Have access to a complete set of learning materials before each class and beyond the life of the course to master and review (you will retain access to the materials in Canvas until the start of the following term)
- Get high quality generic and individual feedback
- Interact in small groups, which gives you an excellent opportunity to put your weekly learning into practice.

Each week of your Academic course, you will need to **complete an online learning pathway** focusing on language instruction, exercises and drills, and collaborative activities. This leads to a **weekly 1-hour class** in groups of normally up to 12 students (online or in person). Each learning pathway aims to prepare you and support you to fully engage in the classroom activities.



For 2021/22 we will be offering some online and some in-person Academic courses.

Please note that our ability to maintain the in-person course option throughout the term or academic year will depend on circumstances, and we will need to follow government and University Covid-19 regulations and guidance. Our [terms and conditions](#) reflect the possibility that course mode of delivery may have to pivot from in-person to online.

## Key Information

Our **Academic Courses pathway** is specifically designed to address the professional and research needs of students and staff at the University of Oxford and enables you to engage with your field of specialisation through the target language. The courses mainly focus on developing reading skills and strategies but can offer support in other skills if required. This pathway offers two Stages, one for beginners and one for learners who have some prior knowledge of the language (A1 – B1 on the Common European Framework of Reference for Languages - CEFR).

French and German Stages 1 and 2 and Italian Stage 2 are available in this pathway in 2021-22, provided that enough students enrol for courses to be viable. For Italian stage 1 and other languages not available, we recommend you take a General course instead.

Academic courses run weekly from weeks 2 to 7 each term.

Every week, a learning pathway combining video instruction, online quizzes, discussions, resources and activities, as well as generic and individual feedback from your tutor, leads to a 1-hour class in small groups. This represents a guided learning programme equivalent to around 1.5 to 2 hours of asynchronous learning. In addition there is a 1 hour class each week. You may, however, work more flexibly and make the most of vacation time to review, consolidate or explore activities you did not have the time to complete in term time. If you enrol on an online course, the class on MS Teams is recorded to enhance learning and support efficient feedback from your tutor (the recording will only be available to students registered for the course). In addition to this, we expect learners to be further using and practising the language independently for their research and study purposes in their own time.

Key facts about the Academic language courses:

- Focus primarily on reading and on learners' academic needs for the language
- Term by term commitment
- Term time weeks 2 -7 (Part 1 in Michaelmas, Part 2 in Hilary and Part 2 in Trinity)
- Online learning + 1 hour weekly class + recommended 2 hours of self-study and practice

- Enrolment is first come first served
- Fully-funded Priority places are available for students recommended by their college/faculty as having strong academic need to attend a language course. The course fee is paid for by college/faculty by prior arrangement
- Certificates of attendance and completion are available:
  - You can request a certificate of attendance if you have attended / engaged with at least 80% of the course
  - You will receive a certificate of course completion if you gain a pass mark above 50% following an optional summative assignment at the end of the third term of the course. This is only available if you have taken at least two Parts of the course, including in-term Trinity term. Certificates are awarded as a broad indicator of competence at the corresponding level of the CEFR.

## Course fees and financial support

The Language Centre currently receives University funding for some 35% of its running costs. As most of the courses we offer are in addition to your programme of study, we need to charge fees for them. We endeavour to keep these to a minimum and they are currently the most economical options for quality language tuition in Oxford.

Academic courses fees per term for 2021-22 are:

Course	OU students including Visiting and Recognised	All other OU members (staff, academic, researchers)	Alumni, partners of staff and students, retired staff	General Public
Academic Per term	£100	£125	£160	£250

## Priority Funding Scheme

If you need to learn a language to support your studies, you can ask your college (if you are an undergraduate) or your department / faculty (if you are a postgraduate) to sponsor you via our Priority Funding scheme. This means that you do not pay for the course yourself and that your application will take priority over other learners. Examples of a Priority Funding application would be students needing to read texts in the target language, to undertake fieldwork or to take an internship in a country where this language is spoken.

The application process has two parts:

1. Visit [our website](#) and click on the language of your choice. Scroll down to 'fees, funding and enrolment'. Complete our online form to seek approval for Priority Funding from a) your tutor/supervisor and b) the financial signatory in your college or faculty / department. We recommend you discuss your need for the course with your tutor/supervisor before completing the form. To complete the form, you will need the name and contact details of the financial signatory in your college/department, which your tutor/supervisor is likely to know.
2. Once both have approved your request you will be booked onto the course by a member of our admin team and you will then receive an automated confirmation email.

You may apply term by term or for the whole year. If you apply for more than one term, you will not need to re-enrol in the subsequent terms; we will do this for you automatically and charge your college or department / faculty. Please note that to apply for two different courses or languages under this scheme you will need to fill in two separate forms via the link above.

Priority Funding Scheme – deadline to complete your application and enrolment		
Michaelmas 2021	Hilary 2022	Trinity 2022
Wednesday 13 October 12 noon Week 1	Wednesday 19 January 12 noon Week 1	Wednesday 27 April 12 noon Week 1

## Identifying which Stage is right for you

In 2021-22 we are offering stages 1 and 2 in French and German and stage 2 in Italian on our Academic pathway.

Stage 1 is reserved for complete beginners or for those with only very limited knowledge of the language. It is only suitable for you if you have either never studied the language before or have tried to teach yourself a little or have done a course a long time ago but barely remember anything.

Stage 2 is designed for learners who either took a course with us in the not too distant past or have a GCSE or equivalent level.

If you have a qualification in the language above GCSE we would recommend that you opt for a General course, at Stage 3 or above.

Think about your past learning experience to see if it matches our Stage entry requirements – this is a rough guide of equivalence. Do bear in mind that if you have not used the language for a long time your competence will have diminished.

Stage	CEFR (reading scale) entry requirement	Equivalence in classroom learning	End of course target level
1	None	No prior experience of learning the language	B1 for reading*
2	A2 / B1*	Successful completion of Academic Stage 1 or good GCSE	B2 for reading*

\* Please see Appendix 1: CEFR reading scales

During week 0 and week 1 of each term our tutors will be available to help you assess your level. If you would like to receive guidance on your level, please take our language level evaluation test. The language evaluation test is available for you to take when enrolment opens - it is hosted on the Virtual Language Centre on Canvas. Access to the Virtual Language Centre requires an SSO. If you are a registered student or a member of staff at the University, you can enrol onto it directly from our website <https://www.lang.ox.ac.uk/the-virtual-language-centre>

## What languages are available in which Stages in 2021-22?

	Stage 1	Stage 2
French	√	√
German	√	√
Italian		√

All courses are subject to sufficient levels of demand.

## How to enrol

To enrol on an Academic course, once you have ascertained which Stage you should join, please go to the [relevant language page on our website](#). Check the timetable and click the enrol link.

Clicking on the enrol button will take you to our course-booking page for the specific course and class on which you wish to enrol. Before you click through to complete your booking and pay, do double-check that you have selected the course running at the time that suits you. Also note that the default price until you reach the payment page is set at the Staff rate. The system will auto-correct the price to the student fee based on your SSO status before you are asked to input your credit or debit card details.

If you do not have a Single Sign On for the University (SSO), you will need to contact our admin team ([admin@lang.ox.ac.uk](mailto:admin@lang.ox.ac.uk)) via email with the following details:

- Full name
- Email address and phone number
- The name of the course you wish to study (including Stage and Part)
- The start date and time of the course
- Your connection to Oxford University, if any (to determine course fee)



We will then provisionally enrol you onto the course and send you a link to the Oxford University Online Store for payment. Once payment is received, we will confirm your place on the course.

If your course is being paid for via the **Priority Funding scheme** – either by your college or by your faculty / department – the admin team at the Language Centre will enrol you onto your course when approval has been received. Please do not book yourself onto the course before the application has been approved - if you do so you will not be refunded.

Please note that in accordance with the [Terms and Conditions](#) published on our website, you have the right to cancel your course booking at any time within 14 days of payment. Unless the course has started, you will receive a full refund of any payments you have made, and no administration fee will be charged. For cancellations after 14 days, and for cancellations made after the course has started, please read the terms and conditions carefully. This information will also be attached to the email you receive once you have made your booking. To cancel your booking, please follow the instructions included in that email and then contact [admin@lang.ox.ac.uk](mailto:admin@lang.ox.ac.uk).

## Course Materials

All Language Centre courses make extensive use of Canvas, the University’s Virtual Learning Environment (VLE). All our courses are developed on a flexible blended learning model, which rests upon multimedia pathways designed by our tutors for you in Canvas.

In addition to this, we may ask you to purchase a textbook. You will find the list of textbooks below. As far as possible, we endeavour to ensure that textbooks are economical and readily available including by liaising with specialist bookshops and publishers.

Blackwell’s are offering Language Centre learners a student price match guarantee when they order by phone or in the shop in Oxford (this does not apply to online orders). You will also be able to bring books purchased from Blackwell’s back to the store for buyback in 2022, using the code LANGCENTDK22.

We also host a second-hand textbook forum on the Virtual Language Centre in Canvas to help our community of learners sell and acquire textbooks. To check the availability of a given textbook or to sell it, please register on our Virtual Language Centre site on Canvas and then click on the link to “second-hand books”.

Course	Textbook
French Academic Stage 1 and 2	No textbook required
German Academic Stage 1	Waltraud Coles & Bill Dodd, <i>Reading German, A Course Book and Reference Grammar</i> , OUP, 2009, ISBN: 978-0-19-870020-3 (Recommended)
German Academic Stage 2	No textbook required
Italian Academic Stage 2	<i>New Italian Grammar in Practice</i> , Alma, 2015 ISBN: 978-88-6182-428-7

# End-of-course summative Assessments

All our courses give you the opportunity to obtain a certificate of course completion issued by the Language Centre.

To be eligible you need to:

- Have **attended at least two terms** in a given academic year in the same language (French Academic Stage 1 Part 2 and French Academic Stage 1 Part 3, for example). **You must attend Part 3 during Trinity term.**
- Have engaged with the course satisfactorily – alerting your tutor if you cannot attend a class and having done all the necessary tasks set by your tutor.
- Take the **end of Trinity Term summative assignment** – this will be a glossary with lexis related to your field of research and an annotated translation, done at home in timed conditions through the University VLE Canvas.

Certificates will be emailed to you two to three weeks after the end of Trinity term.

## Engagement and Attendance

If you wish to make progress in the language you are studying, engagement with the learning materials and activities we provide as well as regular class attendance are very important. We understand that it may not always be possible for our learners to attend their classes every week. If you know of a reason why you will be absent, please inform your tutor.

If you are absent from class, it is your responsibility to catch up on the work you have missed. All materials and (for online courses) live class recordings are available on Canvas, as well as the learning pathway for the following session. If you are struggling to catch up after having missed a class, you may post a question on Canvas to seek help from our community of learners, or you may raise this with your tutor at the next class.

Remember that in languages regular practice is important – if you miss a class, particularly on a lower-level course, you may have missed a lot of important new structures and explanations. Not keeping up with the pace of the course may also be disruptive to the quality of the class. It is your responsibility to remain engaged and seek support in a timely manner if needed.

# Progression

We have designed all our courses to enable learners to progress as far as possible – the highest stage we offer in a language is however conditional on sufficient levels of demand.

## **Progression from Stage 1:**

You do not need to have taken or passed the end of Trinity term optional assessments to progress to Stage 2, but it is highly recommended.

Please note that if you do not enrol on a course beyond the completion of one Part, you will no longer have access to the materials for the course on Canvas when the next Part starts.

## **Progression from an Academic to another pathway**

Our pathways are designed to give you maximum flexibility in terms of changing the course and intensity of your learning journey; however, as Academic courses focus exclusively on reading competence, opting to progress on another pathway will require either some upskilling or a transition to a similar level course.

If you have finished Academic Stage 1 Part 3 you can progress to General Stage 2 Part 1 or Fast Track 2+3, but you will need to practise listening and speaking. You could consider the option of taking a Stage 1 Part 3 course at the end of Trinity term to support your transition.

If you have finished Academic Stage 2 Part 3 you can progress to General Stage 3 Part 1, General Stage 2 Part 1, Fast Track Stage 2+3 or 3+4 depending on your speaking and listening skills.

We advise that you seek advice from your tutor with regards to your progression options at the end of the course or prior to re enrolment.

# Quality Assurance and Feedback

All our courses are subject to quality monitoring and annual review cycles.

We collect feedback from our learners during and at the end of each course and we review your feedback and where possible adjust our courses and systems in light of your experience at the Language Centre.

Below are some comments from previous students on academic courses:

*"I really enjoyed all the texts we read and definitely feel I have got used to the French style and understand a lot more about how to decipher more abstract expressions. A good range of straightforward prose and denser/abstracted theoretical prose."*

*"The classes are enjoyable and have a good atmosphere -- but also do not take up too much time in the week, which is important when there is so much other work to do. The additional work done outside of the class helps to build understanding quickly independently and therefore allows each class to feel easier and more comfortable."*

*"We use texts submitted by the class -- this is a good way of operating and is helpful for those who submit texts relevant to their subject-area. It also means the texts are genuinely authentic academic German articles that are challenging but increasingly familiar."*

*"I found the live sessions were a great way to connect across continents. To share our interest and enthusiasm for our research topics and witness how French connected such a diverse range of disciplines."*

*"I feel for the first time that I've learnt so much from a language course. It was pitched at the right level but was also challenging. We covered a lot of content, and it was all paced very well. I would thoroughly recommend the course to anyone and cannot wait to continue next year."*

*"I am genuinely delighted to have the option to extend my language skills while studying at Oxford. I need to be able to read Italian for my studies, so the Language Centre Academic course has been ideal. The standard of teaching is excellent: the breadth of my tutor's knowledge is impressive, and his explanations are very clear, plus there is a nice friendly atmosphere in the class."*

# Complaints

If you are dissatisfied with any aspect of your learning, your first port of call should be to raise the matter directly with your tutor. Where you feel that this is not possible, you should follow our [complaints policy](#).

## Recording retention policy

For online or any hybrid delivery courses, there will be a weekly live session delivered through MS Teams: this session will be recorded and saved to enhance learning, allow catch up/revision and support efficient feedback from your tutor. The recording will only be available to learners registered for the course, your tutor and any supporting administrators. Recordings are kept for up to one year then deleted.

### Recording retention policy: information for learners

Language Centre online live teaching sessions may be recorded and saved to enhance learning, allow catch up/revision and support efficient feedback from your tutor. As the organiser of these meetings, the Language Centre and its tutors follow the University's best practice guidelines, as below:

- Consideration is given to the [classification and sensitivity](#) of any material being discussed.
- Learners are advised that recording is taking place, with MS Teams/Zoom automatically displaying a message informing all those in the teaching session that the class is being recorded. Learners are also advised in advance through the course handbooks and our [terms and conditions](#).
- The tutor is responsible for the onward sharing to participants, dissemination, retention and deletion of recorded teaching sessions, which are stored within the Canvas VLE. Recordings are kept for a maximum of one year and are then deleted.
- The tutor ensures that the recording complies with the [University's Regulations for the Administration of Intellectual Property](#).

### Class participants

- Any participants who have concerns about being recorded are asked to discuss these with their tutor in advance.
- Participants should ensure they have muted their microphone if they do not wish to be recorded.
- Participants may not use third-party video or screen capture services (or a separate recorder) to record the meeting unbeknown to the organiser or other attendees. Any participant who records a session without explicit authorisation to do so will be in breach of University policy and subsequently [the IT regulations](#).

If a participant has a concern or query regarding matters relating to recorded personal information, this should be referred in the first instance to the Language Centre's Admin team on [admin@lang.ox.ac.uk](mailto:admin@lang.ox.ac.uk)

## Appendix 1: CEFR reading scales

Overall reading comprehension	
<b>B2</b>	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.
<b>B1</b>	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
<b>A2</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
<b>A1</b>	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
<b>Pre-A1</b>	Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.

Reading for information and argument	
<b>B2</b>	Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. 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.
<b>B1</b>	Can understand straightforward, factual texts on subjects relating to his/her interests or studies. Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). 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. Can recognise significant points in straightforward newspaper articles on familiar subjects. Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.
<b>A2</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable. Can pick out the main information in short newspaper 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). Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area. 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 his/her own field, provided that it is written in simple language and 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
<b>A1</b>	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 etc.) written with simple words and supported by illustrations and pictures.
<b>Pre-A1</b>	Can understand the simplest informational material that consists of familiar words and pictures.

<b>Reading for orientation</b>	
<b>B2</b>	Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand. 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.
<b>B1</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can pick out important information about preparation and usage on the labels on foodstuffs and medicine. 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 that there are not too many abbreviations.
<b>A2</b>	Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language. Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.). Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings
<b>A1</b>	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. Can understand store guides (information on which floors departments are on) and

	directions (e.g. to where to find lifts). Can understand basic hotel information, e.g. times when meals are served. Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).
<b>Pre-A1</b>	Can understand simple everyday signs. Can find information about places, times and prices on posters, flyers and notices

## Appendix 2: What is a learning pathway?

A learning pathway is a unit of learning leading to a class. Learning pathways typically include the sort of activities and tasks that are normally covered in a traditional in person language class – or as part of the preparation towards that class – and which learners can do independently or collaboratively without necessarily being together at a given point in time. For example, in an in person class, the teacher usually explains new linguistic structures: grammar instruction is a good example of classroom learning that a tutor can prepare and include in a learning pathway, using a screencast video. You may play the recording as many times as you wish and if you are unsure about anything we include numerous opportunities for learners to sort out questions between themselves or to ask their tutor. In the learning pathway, learners may have to reflect about language use themselves first – through a quiz, for example – and the tutor may then provide the explanation based on the learners’ responses, as in the example below:



You can see below what you may find in a German Academic Stage 1 pathway.

Here the tutor presents some German verbs forms:

#### Differences in the use of the tenses between English and German

- German has only one verb form for each person and each tense.
- The German verbs can have a continuous or emphatic meaning which can be rendered with an adverb. Be guided by the context.
- Unlike in English, the German simple past tense and the present perfect tense overlap. Both tenses convey the same meaning of the past.
- For the perfect tenses, English uses only the auxiliary verb 'to have' whereas German uses 'haben' for most verbs but 'sein' for intransitive verbs, verbs of directed movement and verbs that indicate a change in the state of being:

Ich habe gemacht. - I have made.

Ich bin gekommen. - I have come.

- In German, the simple past tense is preferred for written text (narrative past). The present perfect tense is the preferred form for speech except for the verbs haben, sein, werden and the modal verbs.
- For actions that started in the past and continue into the present, German uses the present tense:

Ich spreche schon seit drei Jahren Deutsch.

*I have been speaking German for three years already.*

For further explanations and practice watch the video:

[Differences between English and German verb tenses](#) ↗

In the "Guided Independent Learning" section below, the tutor invites the learners to read a few short extracts and work collaboratively on stylistic devices in a Discussion Forum:

## 1. Guided Independent Learning: [90 minutes]

### 1.1. Stylistic devices [30 minutes]

In your annotations, as well as making comments on grammar and vocabulary features that you encountered in your translations, you could also mention stylistic aspects which have been used by the author. This week, we will discuss in our live online session, various stylistic means and their purposes and look at some examples taken from a range of texts.

#### Task:

- 1) Please read the extracts below and write some comments in the discussion forum about the stylistic means used by the authors.
- 2) Add to the forum some further examples of stylistic features used in German texts and explain your choice.
- 3) You will only be able to read other students' comments after you posted your contribution.



Friedrich Nietzsche: Der Antichrist

Was ist gut?

Alles, was das Gefühl der Macht, den Willen zur Macht, die Macht selbst im Menschen erhöht.

Was ist schlecht?

Alles, was aus der Schwäche stammt.

Was ist Glück?

Das Gefühl davon, dass die Macht wächst, dass ein Widerstand überwunden wird.

[DISCUSSION FORUM](#)

In the image below you can see a text and a few activities suggested by the tutor:

### 3. WORKING WITH A TEXT: BERTOLT BRECHT [20 minutes]

- 1) Identify the past participles in the text and work out the infinitive form of the verbs.
- 2) Which tenses can you identify in the text? Which purpose do they have?
- 3) Answer the comprehension questions in the [QUIZ: BERTOLT BRECHT](#)



5

Bertolt Brecht (1898-1956) ist in einem bürgerlichen Milieu in Augsburg aufgewachsen. Sein Vater hat erst als kaufmännischer Angestellter gearbeitet und hat dann 1914 die Leitung einer Papierfabrik übernommen. Ab 1908 hat der junge Brecht das Königliche Realgymnasium besucht. Er war nicht besonders gut in der Schule, aber schon mit 15 Jahren hat der Schüler Brecht angefangen, Gedichte zu schreiben. Seine ersten Gedichte sind in der Augsburger Schülerzeitschrift ‚Die Ernte‘ erschienen.

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Bald nach seinem Abitur ist er nach München umgezogen. In der bayrischen Landeshauptstadt hat der junge Pazifist an der Universität Philosophie und Medizin studiert. Im Jahre 1922 hat Brecht für sein Theaterstück ‚Trommeln in der Nacht‘ den Kleist-Preis bekommen. 1918 hatte Brecht schon ein Theaterstück mit dem Titel ‚Baal‘ verfasst.

15

Bertolt Brecht hat 1927 ein autobiographisches Gedicht geschrieben. Dieses Gedicht hat er ‚Vom armen B.B.‘ genannt. In den neun Strophen des Gedichts thematisiert Brecht seine persönliche Isolation. Schon als Kind hatte sich Brecht isoliert gefühlt und er hatte bereits sehr früh sein Gefühl der Isolation beschrieben. In vielen seiner Werke findet man Kritik am Kleinbürgertum, an der Religion und am Militarismus.

► Click to reveal the answers:

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