

**COURSE DATA****DATA SUBJECT**

**Code:** 35026  
**Name:** Business german II  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

| Degree                                  | Center              | Acad. year | Period        |
|-----------------------------------------|---------------------|------------|---------------|
| 1314 - Degree in International Business | Facultat d'Economia | 2          | First quarter |

**SUBJECT-MATTER**

| Degree                                  | Subject-matter                           | Character |
|-----------------------------------------|------------------------------------------|-----------|
| 1314 - Degree in International Business | Modern language for business II (German) | ELECTIVES |

**COORDINATION**

BASULTO MARSET ROSA MARIA

LABARTA POSTIGO MARIA

**SUMMARY**

Introduction to *GERMAN FOR BUSINESS II* is a compulsory subject, taught in English during the first Semester of the second year of the Degree in International Business. This subject is linked to the area of German Philology and to the module Foreign Languages (for specific purposes). It is also related to other foreign language courses such as English for Business and French for Business. Professional interest of this course: Communication in a foreign language is vital for professionals in the world of business. German is, after English, one of the most spoken second languages of Europe. It has the biggest number of native speakers in Europe, with nearly 100 million people, who have German as their mother language. Even in the Valencian Community it is one of the most spoken foreign languages, second only to English.

*GERMAN FOR BUSINESS* is therefore essential to communicate both orally and by letter with business partners from German-speaking countries. Hence, we recommend that students go abroad and spend one semester in a German speaking country.

The main contents of the course are as follows:



- Continuation of the introduction to a second language (German) for business
- Basic specialized advanced vocabulary (lexis) for the field of business
- Basic advanced interaction and communication in second language for business
- Reading comprehension of different types of business discourses
- Writing different types of texts in the field of business

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS

GERMAN FOR BUSINESS II is the continuation of the introduction course. The students should have the linguistic knowledge of GERMAN FOR BUSINESS I. The course is a combination of theory and practice in a standard model of knowledge and skills to enable to communicate in German language for specific purposes in the field of business.

## COMPETENCES / LEARNING OUTCOMES

## DESCRIPTION OF CONTENTS

### Lektion 8

- Einladung zum Firmenjubiläum verstehen und Zusage oder Absage verfassen.
- Zeitungsartikel über Firmenjubiläum verstehen.
- E-Mail zur Festplanung verstehen.
- Vorschläge machen und verstehen.
- Aufträge verstehen und weitergeben.
- Beginn von Jubiläumsrede verstehen.
- Small-Talk-Gespräche über Urlaub, Hobbys, Familie und Wiedersehen führen.

### Lektion 9

- Lageplan verstehen.
- Tätigkeiten Abteilungen zuordnen.
- berichten, in welcher Abteilung man arbeitet und welche Aufgaben man hat.
- Chat- und Wochenprotokoll verstehen.
- E-Mail über seine Aufgaben schreiben.
- Reisekostenabrechnungsf formular verstehen.
- Zeitungsinterview mit Trainee verstehen.
- Fragen bei Vorstellungsgespräch beantworten.

### Grammar:

- Perfekt: Verben mit *haben*



- Perfekt: Verben mit trenn- und untrennbarer Vorsilbe.
- Demonstrativartikel /-pronomen *¿dies¿*: Nominativ und Akkusativ.
- Demonstrativpronomen *¿der¿ ¿das¿ ¿die¿* Nominativ und Akkusativ.
- Fragewort *¿Welch-¿*

#### Lektion 10

- Flug- und Reiseverbindungen verstehen.
- passende Flugverbindungen raussuchen.
- Wetterkarte und *¿bericht* verstehen, Wetterangaben machen.
- Gespräch zu Business/Privatkleidung verstehen.
- Firmenentwicklung Grafiken zuordnen.
- Kurzvortrag über Firmenentwicklung halten.
- sich über Frühstücksvarianten austauschen.
- Mail über Frühstück im Hotel schreiben.

#### Grammar:

- *¿nicht/kein.¿, ¿sondern¿*
- Modalverben im Präteritum

#### Lektion 11

- Einladung zu Ausstand und Absage verstehen, Zusage schreiben.
- Sich passendes Geschenk überlegen
- Chatverlauf verstehen
- Sommerfest einer Firma planen
- Anzeigen von Partyverleih verstehen und mit Partyverleih telefonieren
- Small-Talk-Gespräche auf einer Feier verstehen und führen
- Sich schriftlich für Einladungen bedanken.

#### Grammar:

- Personalpronomen im Dativ
- Dativergänzung
- Wortstellung in Sätzen mit Akkusativ- und Dativergänzung
- Verben mit Dativergänzung

#### Lektion 12

- Wohnungsanzeigen verstehen
- Informationsgespräch mit Makler verstehen und selbst führen.
- Nachvollziehen, wer welche Möbel wohin stellen möchte
- Nachvollziehen, wo am Ende was steht.
- Eigenes Zimmer beschreiben
- Umfrage: Vor- und Nachteile von Wohnlagen verstehen und sich darüber austauschen
- Grafik zu Infrastruktur verstehen
- Seine Wohnlage schriftlich beschreiben

#### Grammar:

- *¿Wechselpräpositionen¿ mit Akkusativ und Dativ*
- die Verben: stellen/stehten, legen/liegen, setzen/sitzen, hängen, stecken im Präsens und Perfekt.

#### Lektion 13

- Informationen über Ausbildungsberufe und das duale Ausbildungssystem verstehen
- Seinen Beruf / Traumberuf vorstellen



- Firmengeschichte nachvollziehen
- Bericht über Familiengeschichte nachvollziehen
- Über seine Familiengeschichte berichten
- Eine Firmenpräsentation folgen
- Präsentation zu einer Firma erarbeiten und vortragen

Grammar:

- Präteritum der regelmäßigen, unregelmäßigen und gemischten Verben.

#### Lektion 14

- Gespräch mit Kundenservice nachvollziehen
- Schriftliche Reklamation verstehen
- Anruf bei Hotline: Anweisungen folgen
- Gesprächsnotizen vergleichen
- Telefongespräch mit Kundenservice führen
- Reklamation verfassen
- Filmbesprechung verstehen

Grammar:

- Wortstellung in Nebensätzen
- Kausale Nebensätze mit *weil* und *da*
- Konditionale Nebensätze mit *wenn*
- Nebensätze mit *dass*

## WORKLOAD

### PRESENCIAL ACTIVITIES

| Activity            | Hours        |
|---------------------|--------------|
| Theory              | 15,00        |
| Laboratory          | 30,00        |
| Classroom practices | 15,00        |
| <b>Total hours</b>  | <b>60,00</b> |

### NON PRESENCIAL ACTIVITIES

| Activity                              | Hours        |
|---------------------------------------|--------------|
| Attendance at other activities        | 0,00         |
| Individual or group project           | 19,00        |
| Independent study and work            | 21,00        |
| Preparation of lessons                | 30,00        |
| Preparation for assessment activities | 20,00        |
| Resolution of case studies            | 0,00         |
| <b>Total hours</b>                    | <b>90,00</b> |

## TEACHING METHODOLOGY

We will use a hybrid model that combines the instructional model and interactive exhibition / communication. The lectures will serve to introduce and organize new content.



In the interactive/communicative teaching model the teacher will provide orientation and uses methods of learning through dialogue, discussion and resolution of problems within a climate of peer interaction. The student will learn share insights and ideas about objective reality and the reconstruction of collective knowledge.

Lab classes will be used for different types of interactive and participatory work (teacher - student, students in pairs, students in small groups) that complement the lecture model. Through these activities (which use both inductive and deductive procedures) we seeks to involve the student in a variety of activities relating to the topic under study, in order to influence especially the application of knowledge and problem solving, analytical, logical and critical thinking.

In class, we will use one of the manuals mentioned in the literature (or the one indicated at the start of each course by the lecturer) and additional material that the teacher will make available to students during the course.

Using the training procedures outlined above, we is intend to develop and encourage the use of strategies, both cognitive (organize, infer, deduce, transfer, develop, connect, systematize, form hypotheses) and socio-emotional (group problem solving, information sharing) and metacognitive (self-learning process). Is in this way, we intend to introduce ways for the students the ability to achieve its their objectives in a more individual, independent and safe fashion.

## **Tutorials**

Part of the contact hours will involve mentoring. The office hours will be used to answer questions, provide tasks and to support students in all aspects of the subject.

Students must attend tutorial hours regularly to have their questions answered and so that their lecturers can keep track of each individual's progress in the subject, and to correct errors in individual essay writing and other activities.

## **Private study time**

Special relevance will be given to study outside the classroom. While contact with the teacher in the classroom is considered absolutely necessary, personal study on the part of each student outside the classroom is also essential as it allows the student to reinforce knowledge that has been acquired.

The virtual classroom is an essential tool in the subject. It will provide a broad range of tasks and supplementary materials through online classes in order to practice all theoretical and practical aspects of the subject by means of self-correcting (activities Non-contact). It shall also be a means of communication through which students can communicate with the teacher and ask her/him to arrange a tutorial by appointment through the virtual classroom or e-mail.

We suggest the student go to classes regularly and follow the course every week, delivering all the tasks asked for in class or through the virtual classroom (these activities will have a deadline time after which they will not be corrected. These activities are scored with a delivery date within the section of continuous assessment.



## EVALUATION

The course assessment has following components:

- 1 .- A final exam that will evaluate the different skills: reading, writing, speaking and listening. This test accounts for 70% of the final grade.
- 2 .- Continuous assessment of the student based on his/her participation and involvement in the teaching-learning process (attendance and class participation, exercises and tasks that are given in the classroom or virtual classroom, attending tutorials, ...). This will account for 20% of the final grade.
- 3 .- The evaluation practical activities carried out by the student during the course, from the preparation of tasks and/or oral presentations. This will account for 10% of the final grade.

Attendance and class participation will be valued in the section on continuous assessment. Students who do not regularly come to classes may not be awarded a grade for ongoing evaluation and, therefore, will not be awarded with a higher score. That is, could obtain only 80% of the grade (70% and 10% examination tasks and/or oral presentations).

The requirements for the evaluation will be the same for both February and June/July exam terms. If students do not achieve a "\\pass\\" in the first term, they will have the chance to repeat the part 1 (exam), while they will keep the results obtained in parts 2 and 3. Those students who have not achieved any marks in parts 2 and 3 will not be able to achieve them in the second term. Therefore, the highest record they can achieve is the 70% corresponding to part 1 (exam).

Evaluation and grading regulations: [https://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](https://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

## REFERENCES

- Langenscheidts Handwörterbuch Deutsch-Spanisch, Spanisch-Deutsch. Berlin: Langenscheidt. Reimann, Monika (1996): Grundstufen-Grammatik für DaF. Gramática esencial del alemán. Hueber.
- Manuals: DaF im Unternehmen. Kurs und Übungsbuch mit Audios und Filmen online A1. Ernst Klett Sprachen, Stuttgart. DaF im Unternehmen. Kurs und Übungsbuch mit Audios und Filmen online A2. Ernst Klett Sprachen, Stuttgart.