



**COURSE DATA**

**DATA SUBJECT**

**Code:** 35667  
**Name:** German language 2  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	1	Second quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	Modern language Co (Major in German)	ELECTIVES
1011 - Degree in Translation and Interlinguistic Mediation: German	Modern language	BASIC

**COORDINATION**

RODRIGUEZ GONZALEZ JULIO

**SUMMARY**

*German Language 2* is a first-year subject, aimed at students who have previously taken German Language 1. The aim is for students to consolidate and develop their communicative competence in German so that their ability to act in German is strengthened.

**PREVIOUS KNOWLEDGE**

**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**

It is recommended to have passed German Language 1 (level A1).



## COMPETENCES / LEARNING OUTCOMES

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Apply information and communication technologies and computer tools to modern languages and literatures.

Know the grammar and develop communicative competences in (a) foreign language(s).

Produce texts of different types in a foreign language with stylistic and grammatical correction.

Work and learn autonomously, and plan and manage ones workload.

Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

Work as a team in the environment of modern languages and literatures.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

## DESCRIPTION OF CONTENTS

### 1. Und was machst du?

sich vorstellen; über Vergangenes berichten; sich verabreden; etwas begründen; Informationen auf einer Homepage verstehen; ein Restaurant vorstellen

### 2. Nach der Schulzeit

Berichte aus der Schulzeit verstehen; über die Schulzeit sprechen; Kommentare schreiben; eine Radiosendung verstehen; über Erfahrungen sprechen; die eigene Meinung sagen; etwas präsentieren; Informationen über ein Schulsystem verstehen; über Schultypen sprechen

### 3. Immer online?

über Vor- und Nachteile sprechen; Vergleiche formulieren; ein Interview machen; Meinungen in Texten



verstehen; die eigene Meinung äußern; über Filme sprechen; Filmbeschreibungen verstehen; einen Film beschreiben; Kommentare zu einem Film verstehen und schreiben

#### **4. Große und kleine Gefühle**

über Gefühle sprechen; Glückwünsche ausdrücken; sich bedanken; Freude oder Bedauern ausdrücken; über ein Ereignis / eine Veranstaltung sprechen; Blogs verstehen und schreiben

#### **5. Leben in der Stadt**

ein Vorstellungsgespräch verstehen; nach Dingen fragen; Gespräche bei Banken und Behörden verstehen; höflich um etwas bitten; einer Stadt-Tour folgen; eine Stadt beschreiben

#### **6. Arbeitswelten**

ein Gespräch am Fahrkartenschalter führen; über Freizeitangebote sprechen; Texten Informationen entnehmen; Personen vorstellen; Berufswünsche äußern; über einen Traumberuf schreiben; ein Telefongespräch vorbereiten; telefonieren; Informationen aus einem Text weitergeben

#### **7. Ganz schön mobil**

Informationen erfragen; eine Wegbeschreibung verstehen und geben; über Vor- und Nachteile sprechen; die eigene Meinung sagen; über den Weg zur Arbeit sprechen; eine Grafik beschreiben; kurze Geschichten über Erlebnisse beim Zufahren verstehen; eine Geschichte schreiben

#### **8. Gelernt ist gelernt!**

Lernprobleme verstehen und beschreiben; Ratschläge verstehen und geben; Berichte über den Berufsalltag verstehen; Informationen erfragen und antworten; ein Interview verstehen; eine kurze Präsentation halten



## **9. Sportlich, sportlich**

Begeisterung, Hoffnung und Enttäuschung ausdrücken; Kommentare verstehen und schreiben; Folgen und Widersprüche ausdrücken; Vorschläge machen und reagieren; sich verabreden; Fragen stellen und beantworten; schwierige Texte verstehen; ein Reiseziel vorstellen

## **10. Zusammen leben**

um einen Gefallen bitten; sich beschweren; sich entschuldigen; Ortsangaben machen; ein Fest vorbereiten; Erfahrungsberichte verstehen; über Vergangenes berichten; eine Stadt präsentieren; über Haustiere sprechen; auf Informationen reagieren; eine Geschichte schreiben und verbessern

## **11. Wie die Zeit vergeht!**

Aussagen über Zeitprobleme verstehen; Wünsche äußern; Ratschläge geben; gemeinsam etwas planen; andere etwas fragen; Texte erschließen; Informationen austauschen; über Sprichwörter sprechen

## **12. Gute Unterhaltung!**

einen Festivalbesuch planen; nachfragen; über Musik sprechen; einen Musiker / eine Musikerin / eine Band vorstellen; Zeitungsmeldungen verstehen; genauere Informationen zu Personen geben

Through the course contents and activities, students will achieve the following learning outcomes: they will produce short and simple oral and written texts appropriate to basic communicative situations in German; deliver simple oral presentations with comprehensible pronunciation, basic vocabulary, and coherent discourse structure; recognize and correctly apply fundamental grammatical structures of German corresponding to level 2; identify and analyse simple syntactic structures, establishing comparisons with the languages they already know in order to foster metalinguistic reflection and autonomous learning; understand the main ideas of short and simple written and oral texts, and be able to summarise them using basic comprehension and expression strategies; and express simple personal opinions on everyday or general-interest topics, while respecting the lexical and grammatical limits of level A2, and demonstrate a respectful and



reflective attitude in intercultural communicative contexts. The students will identify and understand, from the perspective of the specific field of study, the inequalities based on sex and gender in society; and will integrate the different needs and preferences related to sex and gender into the design of solutions and problem-solving processes.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	50,00
Preparation of lessons	10,00
Preparation for assessment activities	15,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The methodology we use in the subject German Language 2 is based on communicative and student-centered approaches, ensuring an effective and motivating learning experience. The key aspects of our methodology are as follows:

### 1. Communicative Approach:

The communicative approach is the cornerstone of our methodology. At level A2, students' ability to interact in more complex and varied everyday situations is expanded. Activities such as debates, presentations, and role plays are used for students to practice and develop their oral expression and listening comprehension skills in authentic contexts. Constant interaction in German promotes linguistic immersion, which is essential for continuous learning.

### 2. Task-Based Learning (TBLT):

At this level, tasks are designed to be more complex and meaningful than at level A1. For example, students can work in groups to plan an event, solve daily problems, or create collaborative projects. With these tasks, students not only practice the use of vocabulary and grammar at the A2 level, but also develop



practical and critical thinking skills necessary in real-life situations.

### **3. Blended Learning Method:**

We combine face-to-face classes with online resources to enrich the learning process. We use digital platforms where students can access interactive exercises, videos, and language practice applications. This allows for flexibility that adapts to different learning paces and facilitates autonomous study outside the classroom.

### **4. Competency-Based Approach:**

From the beginning, we focus on developing the four basic competencies: listening comprehension, oral expression, reading comprehension, and written expression. Each class incorporates activities that integrate these competencies in a balanced way. At the A2 level, students can understand commonly used statements and expressions related to activities such as shopping, family, occupation, etc. They can also communicate simple and everyday tasks that require a direct exchange of information on daily topics. Additionally, they can describe aspects of their past, their environment, and matters of immediate necessity in simple terms.

### **5. Autonomous and Personalized Learning:**

We promote students' autonomy by providing them with tools and resources to continue learning outside the classroom. They are encouraged to use language learning applications, do additional exercises, and participate in cultural activities related to German. Personalization is achieved through individual progress monitoring and adaptation of activities to the specific needs of each student.

### **6. Cultural Focus:**

We introduce cultural elements from day one to provide a richer and more motivating context. Students learn about the customs, traditions, and cultural aspects of German-speaking countries, which not only enriches their cultural knowledge but also helps them better understand the use of the language in different contexts.

### **7. Formative and Summative Assessment:**

Assessment is an essential component of our methodology. We use formative assessments to provide continuous feedback to students, helping them identify areas for improvement and consolidate their learning. As for summative assessment, students will take different tests throughout the semester to measure progress and ensure that the objectives of the A2 level have been achieved.

In summary, our methodology for the subject German Language 2 is designed to be interactive, student-centered, and with a strong cultural component. Through these approaches, we aim not only to teach the foreign language but also to inspire a love for the German language and its cultures, preparing our students for effective and meaningful communication in their new language.



Throughout the course, students will strengthen their receptive and productive skills so that they will be able to deal with increasingly complex communicative situations, while broadening their cultural knowledge of German-speaking countries.

In this subject the student's self-learning will be encouraged; the effort to put into practice the lexical, grammatical and communicative knowledge acquired will be strengthened. At the same time, students will be motivated to continue consolidating their competence in the language.

In this subject the use of information and communication technologies (ICT) will be habitual and constant. Students should consult their University email account regularly and frequently, as they will receive official notifications from the University Secretary's Office and news relevant to this subject from the lecturer. To contact the lecturer by e-mail, the student must use the account provided by the University (of the type .....@alumni.uv.es) and the subject of the message must include the purpose of the communication.

In *German Language 2*, students will deepen their knowledge of the German language with a comprehensive approach that not only enables them to develop advanced linguistic skills but also contributes to their personal and social well-being, in line with the United Nations' Sustainable Development Goals (SDGs).

- Health and Well-being (SDG 3): The course is taught in a positive learning environment that promotes mental and emotional well-being, with activities designed to reduce stress and increase motivation. A healthy balance between study and leisure will be encouraged to ensure students' well-being.

- Quality Education (SDG 4): An inclusive and equitable education will be provided, using innovative teaching methods and updated didactic resources. Students will develop critical, analytical, and creative skills that will allow them to communicate effectively in a global and professional context.

- Gender Equality (SDG 5): Gender equality will be promoted through equal and respectful treatment of all students, with study materials reflecting gender diversity and avoiding stereotypes. Equitable participation in class and extracurricular activities will be a priority.

This course is designed for students to not only refine their knowledge of the German language but also to develop as global citizens, conscious and committed to the principles of sustainability and equity.

## EVALUATION

The assessable activities, along with their percentages in the final grade, are as follows:

- a) Individual video (10%) resit-eligible
- b) Individual exercises on course content (10%) resit-eligible



- c) Group project (10%) not resit-eligible
- d) Written composition in class (10%) not resit-eligible
- e) Oral exam (10%) resit-eligible
- f) Written exam (50%) resit-eligible
- ¿f.1) Use of German and written expression: 30%
- ¿f.2) Listening comprehension and reading comprehension: 20%

To pass the written exam, it is necessary to achieve a minimum score of 50% in each of the two sections: (f.1) and (f.2). Only students who have previously passed the written exam may take the oral exam. To pass the course, it is essential to pass both the written and the oral exams.

The guidelines for the individual video and group project will be communicated at the beginning of the semester. Both must address a topic worked on in class.

The reading comprehension test of the written exam will include a question related to a mandatory reading, which will also be announced at the beginning of the course.

In the second exam session, all assessable activities will be eligible for resit, except for the group project (c) and the in-class written composition (d).

#### Assessment criteria

The degree of acquisition of the competences corresponding to the A1 level of the Common European Framework of Reference for Languages (CEFR) in comprehension and production, both oral and written, will be assessed. Basic grammatical correctness, lexical adequacy, textual coherence in simple productions, as well as global and specific understanding of texts adapted to the level, will be taken into account. In oral productions, comprehensible pronunciation and basic fluency will be valued. Furthermore, the student's attitude towards learning will be considered, especially active participation in class, punctual submission of assignments, and individual effort throughout the course.

Intellectual honesty is a fundamental value in the academic field and an essential requirement for fair assessment of student work. All submitted work must be original. Work produced through fraudulent collaboration or the use of artificial intelligence tools (ChatGPT or others) will not be accepted unless their use is explicitly authorized by the teaching staff within the framework of the course content.

The general grading system will comply with the current regulations of the University of Valencia, in accordance with the provisions of the Governing Council dated May 30, 2017 (ACGUV 108/2017).

## REFERENCES

- Deutsch intensiv. Hören und Sprechen A2. Klett 2022.
- Deutsch intensiv. Wortschatz A2. Klett 2022.
- Deutsch intensiv. Grammatik A2. Klett - Deutsch intensiv. Phonetik A1-B2. Klett 2022.



- Grammatik aktiv. Deutsch als Fremdsprache. Übungsgrammatik A1-B1. Cornelsen 2013.
- Netzwerk neu. Kurs- und Übungsbuch A2.1. Klett 2024.
- Netzwerk neu. Kurs- und Übungsbuch A2.2. Klett 2024.
- Netzwerk neu. Intensivtrainer A2. Klett 2024.
- Online resources: DaF Grammatik und Redemittel üben, Online-Aufgaben und Übungen nach Stufen. Leipzig: Schubert-Verlag. <http://www.aufgaben.schubert-verlag.de> - DaF.ch; 400 Arbeitsblätter für Unterricht, Nachhilfe und Selbststudium. Zum unentgeltlichen Download: <https://www.deutschalsfremdsprache.ch>; <https://www.goethe.de/ins/de/de/kur/kdu.html>; <https://learn-german.dw.com/en/learn-german/s-9528>.