



## COURSE DATA

### DATA SUBJECT

**Code:** 35753  
**Name:** German language 3  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	4	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Minor in German language and literature	ELECTIVES
1001 - Degree in Catalan Studies	Minor in German	ELECTIVES
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Minor in German	ELECTIVES
1008 - Degree in Modern Languages and Literatures	Minor in German language and literature	ELECTIVES
1009 - Degree in Translation and Interlinguistic Mediation (English)	Training in language C (CO): German	ELECTIVES
1010 - Degree in Translation and Interlinguistic Mediation (French)	Language C (CO): German	ELECTIVES
1013 - Degree in Classical Philology	Minor en Lengua Alemana	ELECTIVES

### COORDINATION

ESTEBAN FONOLLOSA MARICEL

## SUMMARY



*German Language 3* is a course designed for students who have previously taken and passed the *German Language 2* course and/or have acquired a A2-level proficiency in the five communicative skills defined by the *Common European Framework of Reference for Languages (CEFR)*: listening comprehension, reading comprehension, spoken production, written production, and mediation. Using a communicative and action-oriented approach, the course promotes the functional use of the language in everyday and academic situations, encourages oral interaction and collaborative work, and introduces students to key sociocultural aspects of German-speaking countries.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

Given that the progression of German language learning during the Degree is very fast, it is essential that the student uses the 90 hours of autonomous work mentioned in section 7 to reinforce the knowledge acquired in class. To do so, he/she can make use of the many tools that the University of Valencia offers (CAU, tandems, etc.) and other methods that he/she considers appropriate.

It is recommended that you have passed German Language 2.

## COMPETENCES / LEARNING OUTCOMES

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Apply ICT and computer programs, either locally or through a network, in the field of English Studies.

Apply information and communication technologies and computer tools to language studies.

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

Be able to work and learn autonomously and to plan and manage work time.

Interrelate different areas of humanistic studies.

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

Know the grammar and develop communicative skills in a foreign language, applied to translation and linguistic mediation, at a B2 level of the Common European Framework of Reference (CEFR) (Language C).

Locate, manage and synthesise bibliographic information on various media in the area of modern languages and literatures.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have



acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

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 language studies and develop interpersonal relations.

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.

Work in a team in contexts related to English Studies and develop interpersonal relationships.

## DESCRIPTION OF CONTENTS

### 1. Gute Reise

Themen und Wortschatz:

- über Vorlieben und Abneigungen sprechen
- Gespräche über Reiseplanung verstehen und führen
- Informationen zu Reisezielen verstehen
- eine Urlaubsgeschichte schreiben
- Durchsagen verstehen
- einen Blogeintrag verstehen

Grammatik:

- Infinitiv mit zu
- Nebensatz mit da/weil
- Nebensatz mit obwohl
- Wortbildung: Infinitiv als Nomen



## 2. Das ist ja praktisch!

Themen und Wortschatz:

- über Kaufverhalten und Dienstleistungen sprechen
- Folgen ausdrücken
- etwas reklamieren
- Informationen über neue Technik verstehen
- Gründe und Gegengründe ausdrücken
- einen Kommentar schreiben
- Werbeanzeigen vergleichen
- die eigene Meinung zu Werbung äußern

Grammatik:

- Verb lassen
- Folgen ausdrücken: deshalb/deswegen/darum/daher/ sodass/ so...dass
- Genitiv
- Präpositionen wegen und trotz + Genitiv
- Wortbildung Nomen mit -er und -erin

## 3. Veränderungen

Themen und Wortschatz:

- Berichte über Veränderungen im Leben verstehen
- über Vergangenes berichten
- über Glück sprechen
- Zeitangaben machen
- eine Radiosendung verstehen
- von Veränderungen erzählen
- einen Gegenstand oder ein Ereignis beschreiben
- über gutes Benehmen sprechen

Grammatik:

- Präteritum
- Zeitangaben: Präpositionen mit Dativ und Genitiv
- Wortbildung - Komposita I

## 4. Arbeitswelt

Themen und Wortschatz:



- Gespräche bei der Arbeit verstehen
- Irreales ausdrücken
- sich entschuldigen
- auf Entschuldigungen reagieren
- Bewerbungstipps verstehen
- über Bewerbungen sprechen
- am Telefon nach Informationen fragen
- Informationen geben
- einen Termin strukturieren
- Tipps austauschen

Grammatik:

- Konjunktiv II - irrealer Bedingungssätze mit Konjunktiv II
- Pronomen und Pronominaladverbien
- Verben mit Präposition und Nebensatz
- Wortbildung - Komposita II

## **5. Umweltfreundlich?**

Themen und Wortschatz:

- etwas vergleichen
- Texte über Start-ups verstehen
- über Ideen sprechen
- Ziele ausdrücken
- Umwelttipp geben
- über Ideen zum Umweltschutz diskutieren
- über das Wetter sprechen
- eine Umweltaktion vorstellen

Grammatik:

- Komparativ und Superlativ vor Nomen
- Nebensatz mit damit und um ... zu
- Wortbildung - Nomen mit -ung

## **6. Blick nach vorn**

Themen und Wortschatz:

- über Pläne und Vorsätze sprechen
- Ratschläge verstehen
- einen längeren Zeitungstext verstehen
- etwas genauer beschreiben
- über Zukunftsvorstellungen sprechen und schreiben



- über Erwartungen sprechen
- ein Lied verstehen
- über Lieder sprechen

Grammatik:

- Futur
- n-Deklination
- Relativsätze im Dativ und mit Präposition
- Wortbildung mit -heit und -keit

## **7. Zwischenmenschliches**

Themen und Wortschatz:

- Freundschaftsgeschichten verstehen
- zeitliche Abfolgen ausdrücken
- von Freundschaften erzählen
- über Konflikte sprechen
- Konfliktgespräche führen
- kurzen Texten Informationen zuordnen
- ein Paar vorstellen
- über Fabeln sprechen
- einen Text lebendig vorlesen

Grammatik:

- Plusquamperfekt
- Temporale Nebensätze: bevor, bis, nachdem, seit/seitdem, während
- Wortbildung -Adjektivität -ig und -lich

## **8. Rund um Körper und Geist**

Themen und Wortschatz:

- Hilfe anbieten und annehmen/ablehnen
- Jemanden warnen
- Gewohnheiten nennen
- Informationen in einem Infotext finden
- über Musik und Gefühle sprechen
- wichtige Informationen aus einem Zeitungsartikel weitergeben
- eine Diskussion im Radio verstehen
- Lerntipps geben
- besondere Orte vorstellen

Grammatik:



- nicht/kein/nur + brauchen + zu + Infinitiv
- Reflexivpronomen im Akkusativ und Dativ
- zweiteilige Konnektoren
- Wortbildung Verben mit vorbei-, weg-, weiter-, zusammen- und zurück-

## 9. Miteinander

Themen und Wortschatz:

- über soziales Engagement sprechen
- Vorgänge beschreiben
- über ein soziales Projekt schreiben
- einen Artikel über ein Projekt verstehen
- über Institutionen in der Stadt sprechen
- Informationen über die EU verstehen
- eine kurze Präsentation halten

Grammatik:

- Passiv Präsens, Präteritum und Perfekt
- Passiv mit Modalverb
- Wortbildung - Adjektive mit -los und -bar

Through the course content and activities, students will achieve the following learning outcomes: they will acquire theoretical and applied grammatical knowledge at an intermediate level in the target language; they will develop a solid B1 level of communicative competence; and they will also gain the skills necessary to use self-learning tools and to assess the language skills they have acquired.

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
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Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	40,00
Preparation of lessons	10,00
Preparation for assessment activities	30,00
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 3* 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 the B1 level, the priority is the students' ability to interact in everyday and complex situations. Activities such as dialogues, conversations, and role-playing games are used to practice and develop their oral expression and listening comprehension skills in authentic contexts. Constant interaction in German fosters linguistic immersion, which is essential for initial learning.

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

At this level, tasks are designed to be complex and meaningful. For example, students can work in pairs to plan a trip, have an interviewing for a job, or go to the doctor. With these tasks, they not only practice using vocabulary and grammar but also develop practical skills they will need in real-life situations.

### 3. Blended Learning:

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 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 five basic skills: listening comprehension, speaking, reading comprehension, writing and mediation. Each class incorporates activities that integrate these skills in a balanced way. For example, a typical lesson might include listening to a simple dialogue, practicing questions and answers, reading a short text, and writing simple sentences and/or a brief text on the corresponding topic.

### 5. Autonomous and Personalized Learning:



We encourage student autonomy by providing tools and resources so they can continue learning outside the classroom. They are encouraged to use language learning apps, do additional exercises, and participate in cultural activities related to German. Personalization is achieved through individual progress tracking and adapting activities to the specific needs of each student.

## **6. Cultural Approach:**

We introduce cultural elements from the first day to provide a richer and more motivating context. Students learn 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. Regarding summative assessment, students will take various tests throughout the semester to measure progress and ensure that the B1 level objectives have been achieved.

In summary, our methodology for the subject *German Language 3* 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.

**IMPORTANT NOTE:** The progression in German language learning throughout the degree program is very rapid. Therefore, students are strongly encouraged to reinforce the knowledge acquired using the various tools offered by the Universitat de València (CAL, tandem programs, etc.) and other specialized centers. It is important to keep in mind that for a future Erasmus stay at a German or Austrian university, a B2 level is recommended, and in many cases required, in order to successfully pursue studies in Germany or Austria.

In *German Language 3*, students will begin learning the German language with a comprehensive approach that not only allows them to develop basic linguistic skills, but also contributes to their personal and social well-being, in line with the United Nations Sustainable Development Goals (SDGs).

- Good Health and Well-Being (SDG 3): The course is delivered 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 free time 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 up-to-date learning materials. Students will develop critical, analytical, and creative skills that will enable them to communicate effectively in a global and professional context.
- Gender Equality (SDG 5): Gender equality will be promoted through respectful and equal treatment of all students, and study materials will reflect gender diversity and avoid stereotypes. Equal participation in class and extracurricular activities will be a priority.

This subject is part of the Consolidated Educational Innovation Project INNOVA-TEA (UV-SFPIE-PIEC-2735478) and follows the activities approved by the SFPIE of the UV.



## 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. In order to pass the course, it will be necessary to have passed both the written exam and the oral exam. In the second sitting, the entire written exam must be repeated, i.e. both blocks. The marks of the other sections will be maintained for the second sitting.

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 assessment will measure the degree of acquisition of the competencies corresponding to level B1 of the Common European Framework of Reference for Languages (CEFR) in both oral and written comprehension and production. Evaluation will consider intermediate-level grammatical accuracy, appropriate vocabulary use, textual coherence in intermediate-level productions, as well as overall and specific comprehension of texts adapted to the level. In oral productions, comprehensible pronunciation and sufficient fluency appropriate to an intermediate level will be assessed. Additionally, each student's attitude towards learning will be taken into account, especially active participation in class, punctual submission of tasks, and individual effort throughout the course.



Intellectual honesty is essential in academic communities and for a fair assessment of students' work. All work submitted in this course must be the student's own. Assignments involving fraudulent collaboration or the use of artificial intelligence tools (such as ChatGPT or others) will not be accepted, except where such use is explicitly authorised by the teaching staff as part of the course content.

*The general grading system will follow the regulations of the University of Valencia, approved by the Governing Council on May 30, 2017. ACGUV 108/2017.*

## REFERENCES

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- Dengler, S. et al. (2023). *Netzwerk neu, Kurs-und Übungsbuch*. B1. Klett.
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