



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Contemporary German II/V / Šiuolaikinė vokiečių kalba II/V d.	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr Diana Babušytė Other: Assist. Prof. Dr Tomas Čenys, Assist. Prof. Dr. Daumantas Katinas	Faculty of Philology, Institute for Languages and Cultures in the Baltic Sea Region, Department of German Philology

Study cycle	Type of the course unit
BA	compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Classroom (face-to-face on campus)	Semester 2 (spring)	German

Requisites	
Prerequisites: none	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
10	260	128	132

Purpose of the course unit		
The course unit aims to develop the students' German language skills at CEFR¹ level A2: - the ability to communicate in German in a variety of situations on familiar topics including understanding short written, spoken and audiovisual texts, asking and answering simple questions, initiating and responding to simple statements, asking for or passing on personal details, formulating simple messages and personal online postings (e.g. about hobbies, likes/dislikes, daily life), as well as giving information about matters of personal relevance (e.g. likes and dislikes, family, daily routine, studies). In addition, the course unit is designed to develop the following abilities: - to work and learn independently, applying the acquired knowledge in practice; - to organize one's own work and learning, choosing appropriate strategies for completing tasks; - to work in group with shared values; - to work in a multicultural environment and to communicate and cooperate in order to achieve common goals; - to respond creatively, innovatively and originally to different situations; - to use modern IT tools and media for learning purposes.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Upon completion of this course, the students will be able to communicate basic information about personal details and needs of a concrete type in a simple way as well as establish basic social contact having acquired the following German skills in comprehension, mediation, interaction and production.		

¹ CEFR – Common European Framework of Reference for Languages

Comprehension: students will be able: • follow in outline short, simple social exchanges or presentations on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language; • extract important information from straightforward announcements (e. g. of a cinema program or sports event, that a train has been delayed), short broadcasts (e. g. the weather forecast, concert announcements), TV news items reporting events, etc., provided the message is delivered slowly and clearly and/or where the visuals support the commentary; • understand the important points of a story and manage to follow the plot provided the language is slow and clear; • understand short, simple texts: simple personal letters and e-mails on familiar subjects, very simple formal e-mails and letters (confirmation of a booking, etc.) as well as other simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items; • understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings; regulations, for example safety.	Communicative and active learning methods (reading tasks, working with audio-visual recordings, open-ended and closed interactive exercises, independent practical tasks). Analysing their own performance and working on errors/mistakes. Self-evaluation tasks.	Practical assignments and tests during the term as well as written examination at the end of the term including: • closed tasks to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.) • open-ended tasks to evaluate comprehension skills (e.g., answering open-ended questions)
Mediation: the students will be able to: • relay orally and in writing (in Language B) specific, relevant information contained in short, simple texts (labels, notices, messages, instructions, announcements) (in Language A) on familiar subjects, provided the original is clear and slow; • interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A); • summarize and/or list as a series of bullet points (in Language B) the relevant information in simple, short texts (in Language A) on familiar topics; • provide an approximate oral translation (into Language B) of short, simple, everyday texts (e.g. notices, instructions, e-mails, personal news, short narratives, directions) (written in Language A); • take simple notes at a presentation where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking; • collaborate in simple, shared tasks asking what others think or what they mean, making suggestions and understanding responses, provided they can ask for repetition or reformulation from time to time; • recognize when people disagree or when difficulties occur in interaction and adapt memorized, simple phrases to seek compromise and agreement.	Communicative and active learning methods (dialogues, role plays, pair work, group projects; independent practical tasks).	Practical assignments and tests during the term as well as written examination at the end of the term to evaluate mediation skills including conveying (in Language B) simple information (in Language A)
Interaction: the students will be able to: • interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary,; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations (e.g. post office, station, shop, bank);	Communicative and active learning methods (dialogues, role plays, online interaction tasks, partner work, group projects; independent practical tasks).	Practical assignments and tests during the term as well as written and oral examination at the end of the term to evaluate written and spoken interaction skills:

- make short descriptive online postings about everyday matters, social activities and feelings, with simple key details, and comment on other people's online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way; - make simple online transactions (e.g. ordering goods or enrolling in a course) by filling in an online form or questionnaire, etc.	Giving and analysing feedback on the delivered writing and speaking tasks to improve one's performance (peer review).	- answering open-ended question in writing and/or speaking, - responding in writing to a text or visual impulse - speaking tasks: delivering a dialogue/role play with a partner on a familiar topic
Production: the students will be able to: - describe everyday aspects of their environment e.g. people, places, a job or study experience, events and activities in linked sentences; - tell a simple story (e.g. about events on a holiday, past activities, personal experiences); - give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions; - give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions as well as answer straightforward follow-up questions.	Communicative and active learning methods (speaking assignments: recording videos; writing assignments: describing people, places, habits etc.; group tasks; short presentations, independent practical tasks). Giving and analysing feedback on the delivered writing and speaking tasks to improve one's performance. Self-evaluation tasks	Practical assignments and tests during the term as well as written and oral examination at the end of the term including open-ended tasks to evaluate written and spoken production skills: - writing short very simple texts on a given topic (responding to a text or visual impulse) - delivering short very simple presentations on familiar topics

Content ²	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
Lifestyle: describing people, places, everyday life and culture, events. Subjects of personal interest (sport, celebrities, social media). Personal ads or posts. Talking about simple TV or radio news items. Exchanging opinions and comparing things. Agreeing and disagreeing in a conversation. Test 1			20				20	20	Various activities and assignments designed to develop German comprehension, interaction, mediation and production skills: reading, listening, writing and speaking tasks, role playing, online interaction (via SMS, Messenger, Padlet, Mentimeter, etc.), very short simple presentations, group projects.
Food and drink. Discussing favorite foods and drinks. Describing eating habits. Talking about cooking: recipes. Asking about and recommending a place to eat. Ordering food in a restaurant. Test 2			20				20	20	The tests include closed tasks to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.) and open-ended tasks to evaluate interaction and production skills (e.g., answering open-ended questions, responding to a text or a visual impulse)
4. The world around us. Travel: using public transport (buses, trains, taxis). Talking about			20				20	20	Various activities and assignments designed to

² The topics and/or their order may slightly vary depending on the main textbook chosen by the teacher.

principal attractions of a city. Asking for and giving directions, buying tickets. Lodging, eating and shopping in a foreign place. Getting information from a tourist office. Describing places: talking about nature and geography. Sightseeing: giving preferences and reasons. Weather: describing the weather and weather maps.								develop German comprehension, interaction, mediation and production skills: reading, listening, writing and speaking tasks, role playing, online interaction (via SMS, Messenger, Padlet, Mentimeter, etc.), very short simple presentations, group projects (poster on German learning activities, presenting the poster in class), individual video blogs. Peer review and assessment of each other's videos and posters. The tests include closed tasks to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.) and open-ended tasks to evaluate interaction and production skills (e.g., answering open-ended questions, responding to a text or a visual impulse)	
Test 3.									
5. Leisure activities: saying what they do in their free time, what they particularly like doing and what they do not like doing. Expressing their reactions to a work or art, reporting their feelings and ideas, stating in simple language the most interesting aspects of a work. Making plans, discussing what to do in the evening or at the weekend. Using telecommunications with their friends to exchange simple news, make plans and arrange to meet.			20				20	20	Peer review and assessment of each other's videos and posters. The tests include closed tasks to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.) and open-ended tasks to evaluate interaction and production skills (e.g., answering open-ended questions, responding to a text or a visual impulse)
Test 4.									
6. Health and fitness: asking for a medical appointment, indicating the nature of a problem to a health professional. Describing to a doctor very basic symptoms and ailments such as a cold or the flu. Talking about sports and fitness, healthy lifestyle.			20				20	20	Various activities and assignments designed to develop German comprehension, interaction, mediation and production skills: reading, listening, writing and speaking tasks, role playing, online interaction (via SMS, Messenger, Padlet, Mentimeter, etc.), very short simple presentations, group projects (poster on German learning activities, presenting the poster in class), individual video blogs. Peer review and assessment of each other's videos and posters. The tests include closed tasks to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.) and open-ended tasks to evaluate interaction and production skills (e.g., answering open-ended questions, responding to a text or a visual impulse)
Test 5									
7. Studies and (future) job: talking about the university and studies (the curriculum, timetable, courses etc.). Describing and discussing jobs and professions.			20				20	20	Peer review and assessment of each other's videos and posters. The tests include closed tasks to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.) and open-ended tasks to evaluate interaction and production skills (e.g., answering open-ended questions, responding to a text or a visual impulse)
Test 6									
Revision.			8				8	8	
Final examination (written and oral)									
Total			128				128	128	

Assessment strategy	Weight %	Deadline	Assessment criteria
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Completion of assignments, including interactive tasks, team projects, video blogs, presentations.	40%	during the semester	The assessment criteria for oral and written assignments, tests and the final examination are based on the latest version of the CEFR. Detailed criteria will be presented by the teacher during the first class. The tests and the written examination consist of closed tasks developed to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.) and open-ended tasks developed to evaluate production and interaction skills (e.g., answering open-ended questions, responding to a text or a visual impulse). A ten-point assessment scale is used for grading: 10 (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly. 9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly. 8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly. 7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly. 6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly. 5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly. 4, 3, 2, 1. Minimum requirements are not met.
Tests 1–4	30%	during the semester	
Examination (written):	15%	after the completion of the course	
Examination (oral)	15%	after the completion of the course	The oral examination consists of three parts: 1. Spoken production: introducing oneself. 2. Spoken interaction with a partner: asking and answering questions. 3. Responding impromptu to a visual impulse and answering questions related to the topic. The following aspects are assessed: • Thematic relevance of the content (1.5 points) • Vocabulary range (2 points) • Linguistic accuracy (2 points) • Fluency (1 point) • Interaction (1.5 points) • Coherence (1 point) • Pronunciation (1 point)

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Lecturer's materials on Moodle				
Funk, Hermann [u. a.]	2020	<i>Das Leben. Deutsch als Fremdsprache. A2: Gesamtband. Kurs- und Übungsbuch inkl. E-Book und PagePlayer-App</i>	1. Auflage	https://emokymai.vu.lt/Cornelsen_Verlag_GmbH
Deutsche Welle	-	<i>Deutsch lernen</i>		https://learn german.dw.com/en/learn-german/s-9528
Recommended reading				
Buscha, Anne, Szita, Szilvia	2021	<i>Begegnungen A2+. Lehrwerk für Deutsch als Fremdsprache</i>	3., überarbeitete Auflage	Leipzig, Schubert Verlag
Goethe-Institut		<i>Erste Wege in Deutschland</i>		https://www.goethe.de/prj/mwd/de/deutscheub/en/miniserie.html
Niebis, Daniela [u.a.]	2019	<i>Schritte international neu 3. Niveau A2/1. Kurs- und Arbeitsbuch.</i>	1. Auflage	München, Hueber
Niebis, Daniela [u.a.]	2019	<i>Schritte international neu 4. Niveau A2/2. Kurs- und Arbeitsbuch.</i>	1. Auflage	München, Hueber
„Schubert“	-	<i>Online-Übungen, Begegnungen A2+</i>		https://www.schubert-verlag.de/aufgaben/ueb

				ungen_a2/a2_uebungen_index.htm
„Hueber“		<i>Online-Übungen, Schritte international neu A2</i>		https://www.hueber.de/exercises/530-25150/?rootPath=/exercises/530-25150/

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