



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Modern German II/V / Šiuolaikinė vokiečių kalba II/V d.</b>	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> Assoc. Prof. Dr Diana Babušytė <b>Other:</b> Assoc. 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	individual studies

Mode of delivery	Semester or period when it is delivered	Language of instruction
classroom	spring	German

Requisites	
<b>Prerequisites:</b> A1-level German language proficiency	<b>Co-requisites (if relevant):</b>

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	96	34

Purpose of the course unit		
<p>This course aims to develop:</p> <ul style="list-style-type: none"> <li>the ability to communicate in written and oral German in a variety of communicative situations (A2 level);</li> <li>the ability to work and learn independently, applying the acquired knowledge in practice;</li> <li>the ability to organize one's own work and learning, choosing appropriate strategies for completing tasks;</li> <li>intercultural competence and the ability to work in a group with shared values;</li> <li>the ability to work in a multicultural environment and to communicate and cooperate in order to achieve common goals;</li> <li>creativity and the ability to respond innovatively and originally to different situations.</li> </ul>		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>Upon completion of this course, the students will have a repertoire of basic language which enables them to deal with everyday situations with predictable content having acquired the following skills in comprehension, mediation, interaction and production:</p>		
<p><b>Comprehension:</b> the students will be able to:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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</li> </ul>	<p>Communicative and active learning methods (reading tasks, working with audio-visual recordings, independent practical tasks). Analyzing their own performance and working on errors/mistakes. Self-evaluation tasks.</p>	<p>Practical assignments and tests during the term as well as written examination at the end of the term including:</p> <ul style="list-style-type: none"> <li>closed-ended tasks to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.)</li> <li>open-ended tasks to evaluate comprehension skills (e.g., answering open-ended questions)</li> </ul>

<p>clearly and/or where the visuals support the commentary;</p> <ul style="list-style-type: none"> <li>• understand the important points of a story and manage to follow the plot provided the language is slow and clear;</li> <li>• 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;</li> <li>• 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.</li> </ul>		
<p><b>Mediation:</b> the students will be able to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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);</li> <li>• 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;</li> <li>• 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);</li> <li>• take simple notes at a presentation where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking;</li> <li>• 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;</li> <li>• recognize when people disagree or when difficulties occur in interaction and adapt memorized, simple phrases to seek compromise and agreement.</li> </ul>	<p>Communicative and active learning methods (dialogues, role plays, pair work, group tasks; independent practical tasks).</p>	<p>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)</p>
<p><b>Interaction:</b> the students will be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Communicative and active learning methods (dialogues/role plays, online interaction tasks, pair work, group tasks, discussion; independent practical tasks and presentations). Giving and analyzing feedback on the delivered writing and speaking tasks to improve one's performance</p>	<p>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:</p>

<p>predictable everyday situations (e.g. post office, station, shop, bank);</p> <ul style="list-style-type: none"> <li>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;</li> <li>make simple online transactions (e.g. ordering goods or enrolling in a course) by filling in an online form or questionnaire, etc.</li> </ul>		<ul style="list-style-type: none"> <li>answering open-ended questions in writing and/or speaking,</li> <li>responding in writing to a text or visual impulse</li> <li>speaking tasks: delivering a dialogue/role play with a partner on a familiar topic</li> </ul>
<p><b>Production:</b> the students will be able to:</p> <ul style="list-style-type: none"> <li>describe everyday aspects of their environment e.g. people, places, a job or study experience, events and activities in linked sentences;</li> <li>tell a simple story (e.g. about events on a holiday, past activities, personal experiences);</li> <li>give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions;</li> <li>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.</li> </ul>	<p>Communicative and active learning methods (group tasks, discussion; short presentations, essays, independent practical tasks). Giving and analyzing feedback on the delivered writing and speaking tasks to improve one's performance. Self-evaluation tasks</p>	<p>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:</p> <ul style="list-style-type: none"> <li>writing short descriptive texts on a given topic (responding to a text or visual impulse)</li> <li>delivering short presentations on familiar topics</li> </ul>

Content <sup>1</sup>	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.			16				16	5	various activities, tasks and exercises designed to develop comprehension, interaction, mediation and production skills: reading, listening, writing and speaking tasks, role playing, group discussions, presentations, group projects
Food and drink. Talking about cooking: recipes. Asking about and recommending a place to eat. Ordering food in a restaurant.			16				16	5	
The world around us. Travel: using public transport (buses, trains, taxis). Talking about 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			16				16	6	

<sup>1</sup> The topics may slightly vary depending on the main textbook chosen by the teacher.

nature and geography. Sightseeing: giving preferences and reasons. Weather: describing the weather and weather maps.								
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.			16				16	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.			16				16	6
Studies and (future) job: talking about the university and studies (the curriculum, timetable, courses etc.). Describing and discussing jobs and professions.			16				16	6
<b>Total</b>			<b>96</b>				<b>96</b>	<b>34</b>

Assessment strategy	Weight %	Deadline	Assessment criteria
Completion of assignments, tasks and exercises, including presentations and tests. Will be specified by the teacher.	70%	during the semester	The assessment criteria for oral and written assignments, tests and the final exam are based on the latest version of the CEFR (Common European Framework of Reference for Languages). Detailed criteria will be presented by the teacher during the first class.
Exam (oral and written)	30% (15% + 15%)	after the completion of the course	For grading a <b>ten-point assessment scale</b> is used: 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.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
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	<a href="#">Cornelsen Verlag GmbH</a>
„Deutsche Welle“	-	<i>Deutsch lernen</i>		<a href="https://learngerman.dw.com/en/learn-german/s-9528">https://learngerman.dw.com/en/learn-german/s-9528</a>
<b>Recommended reading</b>				

Buscha, Anne, Szita, Szilvia	2021	<i>Begegnungen A2+. Lehrwerk für Deutsch als Fremdsprache</i>	3., überarbeitete Auflage	Leipzig, Schubert Verlag
Niebisch, Daniela [u.a.]	2019	<i>Schritte international neu 3. Niveau A2/1. Kurs- und Arbeitsbuch.</i>	1. Auflage	München, Hueber
Niebisch, 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>		<a href="https://www.schubert-verlag.de/aufgaben/uebungen_a2/a2_uebungen_index.htm">https://www.schubert-verlag.de/aufgaben/uebungen_a2/a2_uebungen_index.htm</a>
„Hueber“		<i>Online-Übungen, Schritte international neu A2</i>		<a href="https://www.hueber.de/exercises/530-25150/?rootPath=/exercises/530-25150/">https://www.hueber.de/exercises/530-25150/?rootPath=/exercises/530-25150/</a>

Updated: November 13, 2025