

Subject card

Subject name and code	Practical German language learning IV, PG_00141635						
Field of study	German Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	undergraduate studies	Subject group			Obligatory subject group in the field of study		
Mode of study	part-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish German at a rate of 95.00% Polish at a rate of 5.00%		
Semester of study	4	ECTS credits			9.0		
Learning profile	academic	Assessment form					
Conducting unit	Zakład Języka Niemieckiego i Translatoryki -> Instytut Filologii Germańskiej -> Faculty of Languages						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Monika Szafrąńska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	70.0	0.0	0.0	0.0	70
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	70		7.0		148.0	225
Subject objectives	Improving knowledge of the German language and the ability to communicate in German by developing linguistic (lexical, grammatical, semantic, phonological and orthographic), sociolinguistic and pragmatic competence; developing individual language skills: comprehension (listening, reading, understanding audiovisual communication), speaking (presentation, conversation) and writing; teaching learning competence; developing linguistic and intercultural sensitivity.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_U17] Can appropriately plan and determine priorities for the realization of a task defined by him/herself, together with others or by others; can cooperate with other students in team tasks and projects.	The student is able to cooperate with other students as part of team tasks and projects on topics covered in semester IV and at the B2 language level.	[SU2] presentation/project/paper/report
	[FGL3_W14] Understands the diversity of information sources, the complex nature of language, its complexity, the ways in which language functions in different spheres of communication and the historical variability of meanings in German.	Students will learn to understand and explain the significance of individual elements of language for communicative goals; identify the different registers of language use, know the internal differentiation of language, perceive the complexity of linguistic phenomena; recognise and be able to name the linguistic processes taking place in modern German; understand the connection between historical and social phenomena and ways of using language; be able to give examples of how cultural and historical changes are reflected in lexis; can give examples of how cultural and historical changes are reflected in lexis.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FGL3_U18] Can individually plan and implement their own lifelong learning.	The student understands the need for continuous development of language skills, uses linguistic correctness control, is able to analyze errors and correct them adequately to the B2 language level.	[SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FGL3_U15] Has achieved level C1 in German of the Common European Framework of Reference for Languages.	The student is studying for level C1 of the ESOKJ. After semester IV, his/her linguistic skills are at B2 level.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FGL3_U10] Has the ability to substantiate their formulated theses, is able to critically use the views of other authors, formulate conclusions and communicate them to various circles of addresses.	The student creates written and spoken texts in German, using the acquired linguistic means (grammatical, stylistic, lexical, spelling and communicative) to formulate his or her own theses and their justifications.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task
	[FGL3_W15] Has an advanced knowledge of similarities and differences between the studied German language and the Polish language	Students will be aware of the differences between Polish and German as well as identifying the different registers of language use; they will have knowledge of the internal differentiation of language; they will be able to perceive the complexity of linguistic phenomena adequately to the B2 language level.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[FGL3_U12] Has the ability to produce a typical written work in German on specific topics, using basic theoretical approaches as well as various sources.	Students will produce written work in German, using the linguistic means learnt, while maintaining grammatical, lexical, orthographic, stylistic and communicative correctness at B2 level.	[SU3] text preparation/written work [SU4] test/exam - oral or written
	[FGL3_K06] Participates in cultural and social life using various media and understands the need to encourage others to be in touch with culture and engage with social institutions, initiates such activities.	The student uses German-language media (press, radio, Internet), maintains his or her own contact with German culture and becomes its ambassador.	[SK8] observation of student's independent or team work

	Course outcome	Subject outcome	Method of verification
	[FGL3_U11] Is able to use the specialised language and to communicate accurately and coherently in German, using a variety of communication channels and techniques.	Students will learn to understand written and oral texts in German, find information, identify communication objectives and interpret the linguistic means used to achieve them, use these means to formulate their own theses and justify them in various oral and written compositions, while remaining grammatically, lexically, phonetically, orthographically, stylistically and communicatively correct at B2 level.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[FGL3_U13] Has the ability to prepare oral presentations in German on specific topics, using basic theoretical concepts as well as a variety of sources.	The student uses the acquired linguistic resources (grammatical, stylistic, lexical and phonetic) to prepare various oral statements at the B2 language level and uses various sources.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[FGL3_K01] They are aware of their knowledge and skills, and have a critical approach to the received and acquired content.	The student is aware of his/her linguistic competences, which are at the B2 level, and has a critical approach to the received and acquired content.	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written [SK6] demonstration of practical skills
Subject contents	<p>Practical grammar The implementation of the individual grammar topics in semester 4 should depend on the grammar content implemented in the textbook course in semester 1. Topics recommended for semester 4 (20h): 1.Syntax - alle Satzformen, 2.Konjunktiv II in irrealen Konditional-, Konzessiv-, Konsekutiv-, Wunsch-, Bedingungs- und Vergleichssätzen.</p> <p>Writing and conversation The selection of subject areas intended for semester 4 may be modified depending on the topics previously pursued in the Textbook Course and Conversation components. Subjects recommended for semester 4 1.Massenmedien 2. Computer and Internet 3. Verbung und Konsum 4. Culture, Tradition 5. Sprache Articles from the current press/media can be added to the suggested topics, enriching the list of topics. Written forms to choose from, depending on the topic and the instructor's intentions: description, summary, commentary, characterisation, short story, essay, formal letter, cover letter, review, report, dissertation, essay. Conversation objectives: formulating one's own judgements, thoughts, arguing, citing examples, formulating conclusions, guided and free discussion.</p> <p>Lexics The lexical exercises cover lexical semantics concerning word-context relationships (cross-references, connotations) and intra-lexical relationships (synonymy, antonymy, hyponymy, homonymy) word families, phraseological compounds, compound words, translational equivalence); the vocabulary developed and the ability to use it correctly should relate in particular to the thematic areas indicated in the Writing and Conversation component of semester 4.</p> <p>Advertising language Exercise topics - selected issues: - textual genres characteristic of the advertising phenomenon and their components; - Persuasive function of advertising language and advertising strategies; - Linguistic means of persuasion in advertising on the morphological (here: word-forming processes) lexical (here: parts of speech, borrowings, key words), phraseological and syntactic level; - Text-image relationship in advertising.</p>		
Prerequisites and co-requisites	Language competences as appropriate to the requirements in the third semester.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	weighted average for individual lesson modules	51.0%	50.0%
	total (weighted average) of written and oral examinations	51.0%	50.0%

Recommended reading	Basic literature	<ul style="list-style-type: none"> • Apelt, M., L. 2009. Wortschatz und mehr. Übungen für die Mittel- und Oberstufe. München: Hueber. • Glotz-Kastanis J, Tippmann D. 2012, Sprechen, Schreiben, Mitreden, Athen, Karabatos Verlag. <ul style="list-style-type: none"> • Buscha A, Friedrich K., 1996, Deutsches Übungsbuch: Übungen zum Wortschatz der deutschen Sprache, Langenscheidt; Verlag Enzyklopädie Berlin, München, Leipzig. • Dieling, H. 1992. Phonetik im Fremdsprachenunterricht Deutsch. Berlin: Langenscheidt. • Dinsel, S. 2004. Schwache Verben. Regelmäßige Verben des Deutschen zum Üben & Nachschlagen. Ismaning: Max Hueber Verlag. • Dinsel, S., Geiger, S. 2009. Großes Übungsbuch Grammatik. Ismaning: Hueber Verlag. • Dreyer, H., Schmitt, R. 2012. Lehr- und Übungsbuch der deutschen Grammatik - aktuell. Ismaning: Max Hueber Verlag. • Dzida, S., Peters, F. 1996. Einfacher als gedacht. Warszawa: WSiP. • Ferembach, M., Schüßler, I. 2007. Wörter zur Wahl. Stuttgart: Klett. • Földeak, H. 2005. Sags besser! Teil 1: Grammatik. Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber. • Földeak, H. 2007. Sags besser! Teil 2: Ausdruckserweiterung, Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber. • Hall, K., Scheiner B. 2020. Deutsch Übungsbuch für die Oberstufe aktuell. München: Hueber Verlag. • Helbig, G., Buscha, J. 2001. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Leipzig et al.: Langenscheidt. • Hering, A., Matussek, M., Perlmann- Balme, M. 2006. Übungsgrammatik. Ismaning: Max Hueber Verlag. • Janich, Ni., 2005. Werbesprache. Ein Arbeitsbuch. Tübingen: Stauffenburg. • Jin, F., Voß, U. 2017. Grammatik aktiv. Verstehen - Üben - Sprechen. Berlin: Cornelsen. • Kilian A. 2002. Słownik języka prawniczego i ekonomicznego polsko-niemiecki i polsko-niemiecki. Warszawa: C. H. Beck. • Materiały audiowizualne Instytutu im. Goethego. Inter Nationes. • Reimann, M. 2003. Starke Verben. Unregelmäßige Verben des Deutschen zum Üben & Nachschlagen. Ismaning: Max Hueber Verlag. • Schumann, J. 1997. Schwierige Wörter. Übungen zu Verben, Nomen und Adjektiven. Ismaning: Verlag für Deutsch. • Sick, B. 2011. Wie gut ist Ihr Deutsch? Köln: Verlag Kiepenheuer & Witsch. • Sommerfeldt, K. E., Starke, G. 1993. Deutsche Substantive. Leipzig: Verlag Enzyklopädie. • Strank W., Da fehlen mir die Worte, Leipzig: Schubert-Verlag • Materiały audiowizualne dostępne na dw.com • Österreich Spiegel, materiały dydaktyczne dostępne na www.oesterreichinstitut.at <ul style="list-style-type: none"> • inne pozycje z zakresu nauczania języka niemieckiego w ramach nauczanych modułów, wynikające z potrzeb grupy i dostępności na rynku wydawniczym w danym roku akademickim. • wybrane niemieckie czasopisma i gazety codzienne: Spiegel, Stern, Focus, Zeit, Berliner Morgenpost, Süddeutsche Zeitung, Frankfurter Allgemeine Zeitung i inne.
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	Supplementary literature	<ul style="list-style-type: none"> • Czochralski, J., Ludwig, K.-D. 1999. Słownik frazeologiczny niemiecko-polski. Warszawa: Wiedza Powszechna. • Donath, A. 1997. Wybór idiomów niemieckich. Warszawa: Wiedza Powszechna. • Duden. Deutsches Universalwörterbuch. 2006. Mannheim et al.: Dudenverlag. • Duden. Band 1. Die deutsche Rechtschreibung. 2004. Mannheim et al.: Dudenverlag. • Duden. Band 3. Das Bildwörterbuch. 2004. Mannheim et al.: Dudenverlag. • Duden. Band 4. Die Grammatik. 2016. Berlin: Dudenverlag. • Duden. Band 6. Das Aussprachewörterbuch. 2005. Mannheim et al.: Dudenverlag. • Duden. Band 8. Die sinn- und sachverwandten Wörter. Synonymwörterbuch der deutschen Sprache. 2006 Mannheim et al.: Dudenverlag. • Duden. Band 11. 2006. Redewendungen. Mannheim et al.: Dudenverlag. • Mrozowska, T. 2007. Słownik frazeologiczny polsko-niemiecki. Phraseologisches Wörterbuch Polnisch-Deutsch. Warszawa: C. H. Beck • Kienzler, I. 2000. Słownik prawniczo-handlowy niemiecko-polski i polsko-niemiecki. Janki k. Warszawy: AW Morex. <ul style="list-style-type: none"> • Sick, B. 2004. Der Dativ ist dem Genitiv sein Tod (Folge 1). Ein Wegweiser durch den Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer & Witsch. • Sick, B. 2005. Der Dativ ist dem Genitiv sein Tod (Folge 2). Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer & Witsch. • Sick, B. 2006. Der Dativ ist dem Genitiv sein Tod (Folge 3). Noch mehr Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer & Witsch. • Werder, v. L. 1996. Lehrbuch des kreativen Schreibens. Berlin: Schibri Verlag. • Böttcher, W. 2007. Grammatik verstehen 01. Wortarten und Wortbildung: BD I. Tübingen: Niemeyer. • Böttcher, W. 2009. Grammatik verstehen 02. Satzformen, Satzglieder, Attribute: BD II. Tübingen: Niemeyer. • Böttcher, W. 2009. Grammatik verstehen 03. Erweiterter einfacher Satz, Komplexer Satz, Satzfolgen: BD III. Tübingen: Niemeyer. • Dornseiff, F. 1999. Der deutsche Wortschatz nach Sachgruppen. Berlin/New York: De Gruyter. • Kafka, W., Majakiewicz, A., Ziemska, J., Zubik, K. 2008. Aktuelles zu Wirtschaft und Politik. Warszawa: C. H. Beck. <p>Rug, W., Tomaszewski, A. 2006. Grammatik mit Sinn und Verstand. Stuttgart: Ernst Klett International.</p>
	eResources addresses	<p>Podstawowe</p> <p>https://bg.ug.edu.pl/e-biblioteka/zasoby-elektroniczne - We encourage you to use the electronic resources of the UG Library.</p> <p>Adresy na platformie eNauczanie:</p>
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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