

| Degree          | Type | Year |
|-----------------|------|------|
| 2500894 Tourism | FB   | 1    |

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no prerequisites.

## Objectives and Contextualisation

Knowledge-related objectives

Students acquire the language content described in section 5 of this document. They also develop communicative competences in oral and written interaction, being able to do the following at the end of the course.

1. Recognise the orthographic marks of German and relate them to the phonemes.
2. Recognise the letters that are pronounced and those that are not.
3. Distinguish between the phonemes of German.
4. Understand brief oral messages in the Media, on the telephone, or in public places.
5. Communicate in simple everyday situations.
6. Understand brief announcements and news items and extract information from a written text aimed at the general public (signs, posters, leaflets, notes, etc.).
7. Write brief, simple texts in German (postcards, notes, personal texts, etc.)
8. Fill in forms with personal details.

Skills objectives

At the end of the course students should have achieved the following.

1. Begin to develop a degree of accuracy (in grammar, pronunciation, use of vocabulary, register, etc.) and fluency (speed of production, ability to express ideas and construct discourse), in both speaking and writing, corresponding to 2/3 of level A1 of the *Common European Framework of Reference for Languages*.
2. Learn strategies and skills to understand simple authentic written and spoken texts.
3. Learn strategies to continue learning independently outside the classroom.
  - a. Develop the ability to use the language efficiently in everyday situations.
  - b. Learn to use language learning resources: dictionaries, grammars, text books, practice exercises, etc.

## Competences

- Communicate orally and in writing in three foreign languages within the tourism field and others related to it.
- Develop a capacity for independent learning.
- Implement business communication techniques used by tourism organisations: internal, external and corporate.
- Self-assess the knowledge acquired.
- Use communication techniques at all levels.
- Work in a team.

## Learning Outcomes

1. Develop a capacity for independent learning.
2. Identify grammar resources used in companies as an aid to communication, in two foreign languages.
3. Identify vocabulary resources used in companies as an aid to communication, in two foreign languages.
4. Know and use two foreign languages in dealing with tourism-related matters.
5. Self-assess the knowledge acquired.
6. Use communication techniques at all levels.
7. Use the idiomatic expressions typical of the tourism sector in two foreign languages.
8. Use two foreign languages in specific real-life contexts.
9. Work in a team.

## Content

The contents listed here are constantly combined together in the learning process, in keeping with the interconnected nature of language learning. The linguistic contents are subdivided into language functions, grammar, vocabulary and phonetics and prosody.

### Language functions

The following list includes both general language functions and functions specific to the tourism field.

#### a) *Socialising function*

- Establish contact with a person: greet and respond to a greeting, offer a welcome.
- Say goodbye.
- Make introductions.

- Apologise.
- Offer thanks.

*b) Informational function*

- Identify oneself and another person. Ask for and give personal information (name, age, job, address, birthplace, nationality, civil status, family, customs, tastes, holidays).
- Ask for and give information about places (location, characteristics, etc.).
- Ask for and give information about times: time of day, timetables, dates, duration of an activity.
- Ask for and give information about a current situation.

*c) Expressive function (feelings and moods)*

- Express satisfaction or dissatisfaction.
- Expression preference.
- Express a wish.

*d) Inductive function*

- Ask questions and express willingness or a wish to do something.
- State that something is possible or impossible to do.
- Suggest an activity.

*e) Metalinguistic function*

- Ask and say how to say something or how a word is pronounced in German.
- Ask and say how to spell a word and what orthographic marks a particular written expression needs (accent, apostrophe, comma, point, hyphen, etc.).
- Ask the meaning of a word or expression.

Grammar

Students must be able to recognise and appropriately use the following grammatical structures.

*The clause*

- Components of the clause.
- Types of clause: declarative, interrogative, exclamative, affirmative and negative.
- Order of the components of a simple (not subordinate) clause.
- Coordinate clauses.

*Determiners*

- Determinate articles: *der, das, die*.
- Indeterminate articles: *ein, eine, einen*.
- Negative articles: *keine, kein, keinen*.

- Possessives: *mein, meine; dein; sein*, etc.
- Declination of the determiners: nominative, accusative.
- Cardinal numbers.

#### *Pronouns*

- Personal: *er, sie, es, wir, ihr, sie*.
- Indefinite: *einer, eine, eins; jeder, jede, jedes*.
- Demonstrative: *der, das, die; dieser, diese, dieses*.
- Interrogative: *welcher, welche, welches; wer, was, wann, wo, woher, wohin, wie*.

#### *Nouns*

- Inflection for gender and number.
- Declination of the noun: nominative, accusative.
- Formation of compound nouns (noun + noun): *die Hausfrau, das Weinglas*.

#### *Adjectives*

- As a predicative complement.

#### *Verbs*

- Conjugation of the verbs in present, imperative (formal: "Sie") and past (of the verbs "haben" and "sein").
- Verbs with a separable prefix: *einkaufen, aufstehen, anfangen...*
- Verbs with a non-separable prefix: *beginnen, erzählen, verkaufen..*
- Modal verbs: *können, wollen, müssen, möchten*.

#### *Adverbs*

- Of degree: *viel, wenig...*
- Of manner: *gern, sehr, viel, gut...*
- Of time: *heute, bald, später...*
- Of place: *hier, dort...*
- Of affirmation or negation: *auch, nicht, nie*

#### *Prepositions*

- Of place: *in, aus, nach*.
- Of time: *an, um, von... bis, ab*.
- Of mode: *als*.
- Others: *Wechselpräpositionen in, an, auf, neben... unter*.
- Cases governed by the prepositions: dative, accusative.

### Connectors

- *und, oder, aber, denn, sondern.*

### Vocabulary

The vocabulary content falls mainly into the following areas: shopping (shops and transactions), food and drink, weather, leisure and sport, everyday activities, the home, and describing people and places.

### Phonetics and prosody

Students must recognise and appropriately use the prosodic features (intonation, rhythm, etc.) of the language. They must also recognise and appropriately use the basic sounds and sound symbols of German, as specified below.

### Long and short vowels.

1. Discrimination between *o/ö, u/ü, a/ä, ä/e.*
2. Diphthongs: *ei, ai, ay, eu, , äu, au.*
3. Unstressed vowels.
4. The vowel *e* (discrimination).
5. Nasals *ng, nk.*
6. The consonant *r.*

## Activities and Methodology

| Title                     | Hours | ECTS | Learning Outcomes         |
|---------------------------|-------|------|---------------------------|
| Type: Directed            |       |      |                           |
| Classroom-based           | 56.5  | 2.26 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Non-classroom based       | 56    | 2.24 | 1, 2, 3, 4, 5, 6, 7, 8    |
| Type: Supervised          |       |      |                           |
| On line                   | 5     | 0.2  | 5                         |
| Tutorials classroom-based | 3     | 0.12 | 5                         |
| Type: Autonomous          |       |      |                           |
| Activities                | 10    | 0.4  | 1, 2, 3, 4, 5, 6, 7, 8    |
| Theory                    | 10    | 0.4  | 1, 2, 3, 4, 5, 6, 7, 8    |

Students are encouraged to use the language actively in class and when practising outside the classroom, to carry out communication tasks similar to those we engage in in real life, in a wide range of situations. To this end, class activities are designed to maximise students' participation and help them take responsibility for their own learning.

The methodology is highly interactive. The students put all their knowledge of the language into practice in order to accomplish a set of oral and written tasks, both of a general nature and specifically related to tourism. In other words, the emphasis is placed on the learning process rather than on theoretical input from the teachers.

(1) Teaching language: German

(2) Teacher-directed activities include problem solving, exercises, writing tasks and case studies.

(3) Online tutorials comprise not only email exchanges between teachers and students but also the compulsory viewing of the assessment documents that the teachers post in a virtual environment throughout the semester.

(4) Self-directed study involves learning the theory corresponding to the subject plus the (teacher-directed) practical work on problem solving, exercises, case studies and projects (information search, writing, presentation to an audience).

(5) Gender perspective. In this subject:

– Classes include a gender perspective to promote equality between women and men and avoid producing gender stereotypes.

– Strategies to promote the participation of women in the classroom are used and they promote equal gender relations.

– Knowledge of the social and cultural differences between men and women and gender inequalities in the structure of society and in cultural production is offered.

– Knowledge is also offered on sexual and emotional diversity, gender identity and expression, knowledge and reflection on feminist thought and movements, the history of movements for women's rights, its evolution and critical repercussions in society, culture and philosophical and scientific thought, and the knowledge of the values of gender equality in professional practices.

– Non-sexist and non-androcentric language is used in written, visual and audiovisual documents and other class materials. Since this is a language class specific resources are also provided in the language being studied for non-sexist language and critical reflection is encouraged on non-sexist language and its uses.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continous Assessment Activities

| Title                      | Weighting | Hours | ECTS | Learning Outcomes      |
|----------------------------|-----------|-------|------|------------------------|
| Attitude and participation | 10%       | 0     | 0    | 2, 3, 4, 6, 7, 8, 9    |
| Final exam                 | 40%       | 1.5   | 0.06 | 2, 3, 4, 6, 7, 8       |
| Mid-course tests           | 10%       | 1     | 0.04 | 2, 3, 4, 6, 7, 8       |
| Portfolio                  | 20%       | 5     | 0.2  | 1, 2, 3, 4, 5, 6, 7, 8 |
| Speaking activities        | 5%        | 0.5   | 0.02 | 2, 3, 4, 6, 7, 8, 9    |
| Writing tasks              | 15%       | 1.5   | 0.06 | 2, 3, 4, 6, 7, 8       |

## ASSESSMENT SYSTEM

The course is assessed by continuous assessment or single assessment. At the beginning of the course, students must choose the assessment system they want to undertake and this cannot be modified later. The two assessment systems are detailed below:

### **1.1 Continuous assessment system**

For continuous assessment, students must certify a minimum attendance at classes of 80%.

The continuous assessment system is divided into:

- Activities: 60% of the grade
- Final examination: 40% of the grade

The grade for the subject will be NOT EVALUABLE when the student attends less than half of the assessment activities and/or does not attend the final exam.

#### **1.A Continuous assessment activities: 60% of the grade**

Writing. Between 2 and 5 essays are done. The teaching staff may request the correction of the original wording by the students if they wish.

Dossier. The dossier contains between 6 and 8 activities, which can assess the four language skills. The activities can be done at home or in class. Below are examples of activities that can be included as dossier activities:

Transformation of sentences

Mini tests

Exercises

Information search

Document production

Speaking activities. Throughout the course, there is at least one speaking activity and a maximum of two. This activity can be individual or in group. Depending on the level speaking activities can be monologues, dialogues, presentations, etc.

Control tests. During the course, one or more tests are held, which can be a written expression test and an oral expression test.

Attitude and participation. Student effort, attitude and participation are assessed.

#### **1.B Final continuous assessment examination: 40% of the grade.**

This final examination consists of two parts: oral expression and written expression. It is held on the same day and time as the final examination for single assessment.

To pass the course, a minimum overall grade of 50% must be obtained between continuous assessment activities and a final examination. If this grade is not attained, you may have the right to resit (see conditions).

The equivalences of the overall grade are set out in the table below:

| Overall grade | Numerical grade out of 10 on SIGMA | Pass grade |
|---------------|------------------------------------|------------|
| 92.45-100     | 10                                 | A          |

|             |     |                          |
|-------------|-----|--------------------------|
| 87.46-92.45 | 9.5 | A                        |
| 83.46-87.45 | 9   | A                        |
| 80.46-84.45 | 8.5 | B                        |
| 76.46-80.45 | 8   | B                        |
| 72.46-76.45 | 7.5 | B                        |
| 69.46-72.45 | 7   | B                        |
| 64.46-69.45 | 6.5 | C                        |
| 59.46-64.45 | 6   | C                        |
| 54.46-59.45 | 5.5 | C                        |
| 50-54.45    | 5   | C                        |
| 44.46-49.45 | 4.5 | Fail with right to resit |
| 39.46-44.45 | 4   | Fail with right to resit |
| 34.46-39.45 | 3.5 | Fail with right to resit |
| 29.46-34.45 | 3   | Fail                     |
| 24.46-29.45 | 2.5 | Fail                     |
| 19.46-24.45 | 2   | Fail                     |
| 14.46-19.45 | 1.5 | Fail                     |



|            |     |      |
|------------|-----|------|
| 9.46-14.45 | 1   | Fail |
| 4.46-9.45  | 0.5 | Fail |
| 0-4.45     | 0   | Fail |

### **Reassessment of continuous assessment**

Students who obtain between 3.5 and 4.999 of global grade have the right to recovery, which consists of repeating those parts of the final test of continuous assessment that students have below the overall average grade, that is, those parts that are below 60%.

### **1.2 Single assessment system**

Single assessment is based on a two-part final examination: an oral expression part and a writing part that are held on the same day and time as the final examination for the continuous assessment.

The written part consists of a written expression test and a test of grammatical and lexical knowledge.

To pass the final exam and pass the course, the following is required:

Obtain a minimum grade of 50% in each part of the exam.

Obtain a minimum total grade of 60% between all parts of the final examination.

If these grades are not attained in the examination, you may have the right to resit (see conditions).

With this system, the final grade of the subject is assigned in accordance with the following equivalence table:

| Final grade | Numerical grade out of 10 on SIGMA | Pass grade |
|-------------|------------------------------------|------------|
| 97-100      | 10                                 | A          |
| 93-96.99    | 9.5                                | A          |
| 89-92.99    | 9                                  | A          |
| 85-88.99    | 8.5                                | B          |
| 81-84.99    | 8                                  | B          |
| 77-80.99    | 7.5                                | B          |
| 73-76.99    | 7                                  | B          |

|          |     |                          |
|----------|-----|--------------------------|
| 69-72.99 | 6.5 | C                        |
| 66-68.99 | 6   | C                        |
| 63-65.99 | 5.5 | C                        |
| 60-62.99 | 5   | C                        |
| 55-59.99 | 4.5 | Fail with right to resit |
| 50-54.99 | 4   | Fail with right to resit |
| 43-49.99 | 3.5 | Fail with right to resit |
| 36-42.99 | 3   | Fail                     |
| 30-35.99 | 2.5 | Fail                     |
| 24-29.99 | 2   | Fail                     |
| 18-23.99 | 1.5 | Fail                     |
| 12-17.99 | 1   | Fail                     |
| 6-11.99  | 0.5 | Fail                     |
| 0-5.99   | 0   | Fail                     |

#### Resit for single assessment

When students opt for single assessment, the resit will be the same as that for the rest of the students, that is, you have to obtain between 3.5 and 4.999 in the set of tests and work submitted for the single assessment.

Resit consists of repeating those parts of the exam in which students have obtained a grade below the overall average, that is, those parts that are below 60%.

#### **Change of exam date**

Examinees who are unable to attend the exams on the established dates for medical, work (travel or other similar obligations) or humanitarian reasons may request a change of date from the teaching staff, *providing the necessary documentation* and (except in extreme cases such as accidents) at least seven calendar days in advance. Where this change is permitted, the exams will always take place within the period established by the University School of Tourism and Hotel Management.

### **Other aspects of assessment**

No level certificates are issued.

## **Bibliography**

Classbooks German - Tourism

Ja, gerne ! A1 , llibre de curs i exercicis, Editorial Cornelsen

Menschen im Beruf, Tourismus, A1, Editorial Hueber

U. Cohen, N. Grandi, Zimmer frei, A1, Deutsch im Hotel, Lehr- und Arbeitsbuch, Editorial Langenscheidt

Alltag, Beruf, A1/1 Kurs- und Arbeitsbuch, Editorial Hueber

Grammar

Level A1 - B1

Andreu Castell, Brigitte Braucek: Gramàtica bàsica de la llengua alemanya - con exercicis, Editorial Idiomas - Hueber

Level A1 - C2

Brigitte Corcoll, Roberto Corcoll: Programm - Gramàtica A1-C2. Alemán para hispanohablantes - Herder

Brigitte Corcoll, Roberto Corcoll: Programm - Ejercicios A1-C2. Alemán para hispanohablantes - Herder

On line

Networked multimedia materials for learning.

Websites recommended by the teachers.

Dictionary

Langenscheidts Universalwörterbuch: Diccionario Moderno Alemán Spanisch-Deutsch/Deutsch-Spanisch - Langenscheidt

Langenscheidts Universalwörterbuch: Katalanisch: Katalanisch-Deutsch / Deutsch-Katalanisch - Langenscheidt

## **Software**

## Language list

| Name        | Group | Language | Semester | Turn          |
|-------------|-------|----------|----------|---------------|
| (TE) Theory | 1     | German   | annual   | morning-mixed |
| (TE) Theory | 2     | German   | annual   | morning-mixed |

PROVISIONAL