

Degree	Type	Year
2500894 Tourism	OB	3

## Contact

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## Teaching groups languages

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

## Prerequisites

Level A2.1 of the Common European Framework of Reference for Languages is recommended.

## Objectives and Contextualisation

Students acquire the language content and develop communicative competences in oral and written interaction, being able to do the following at the end of the course:

1. Use French as the working language in class.
2. Understand and appropriately use simple formulaic expressions for social interaction.
3. Improve their pronunciation.
4. Understand the overall meaning of specialised language texts (tourism).
5. Understand the overall meaning of spoken messages from speakers using standard forms of the language to talk about every day and professional matters.
6. Take notes from clear and precise spoken information. Write down brief dictated spoken messages. Respond to those messages adequately.
7. Select the information from a longer written or spoken message that is relevant to your own needs.
8. Describe people, places and things.
9. Describe personal experiences or those related to other people and experiences in the professional field.
10. Narrate events related to personal experience.

## 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 vocabulary and grammar resources for use in the tourism sector, in three foreign languages.
3. Self-assess the knowledge acquired.
4. Use communication techniques at all levels.
5. Use the idiomatic expressions typical of the tourism sector in three foreign languages, at upper intermediate level.
6. Use tourism resources available on internet, in three foreign languages.
7. Vary the discourse patterns used to fit different functions, contexts, media, activities and situations in the workplace.
8. Work in a team.

## Content

As a result of the nature of the learning process, in which all the abilities and skills are constantly related to one another, the objectives listed in section 3 are constantly combined in the learning process. The linguistic contents are subdivided into language functions, grammar, vocabulary, phonetics, and prosody.

Language functions.

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

### a) Socialising function

- \* Use the most common forms of courtesy.
- \* Make apologies and justifications.
- \* Use the correct forms of salutation and signing off (e-mail, informal letter).

### b) Informational function

- \* Describe people and workplaces. Ask for and give information about somebody's personality, training and professional skills.
- \* Ask for and give information about places (personal environment, tourist destinations, and heritage).
- \* Ask for and give information about tourist services.
- \* Ask for and give information about everyday activities, facts or events and the same for the world of tourism about things that have happened or will happen in the future.
- \* Ask for and give information about times: from when something happens, when it will happen, how long it will last, how often it will happen, etc.
- \* Ask for and give general information about a person: physical condition (tired, sleepy, and thirsty) and mood (sad, happy, and afraid).
- \* Ask for and give explanations, explain the cause and the consequences of something, formulate a hypothesis.

c) Expressive function (feelings and moods)

\* Express feelings of being worried, uneasy, surprised, satisfied, and unsatisfied.

d) Evaluating function

\* Talk about likes and dislikes and give reasons for them.

\* Compare and choose things according to given criteria.

\* Express a supposition.

e) Inductive function

\* Suggest or give advice on doing something or making somebody else do something. Offer to do something or refuse to.

\* Ask for something without any pressure.

\* Express willingness, obligation, necessity or desire to do something.

\* Ask for the reason and the purpose of an action.

\* Calm somebody down.

f) Metalinguistic function

\* Ask somebody to repeat what they have said or what somebody else has said.

\* Ask for and give clarification about the meaning of a word or expression, using examples or paraphrasing where necessary.

### Grammar

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

1. Direct and indirect object pronouns: recapitulation and consolidation of the position.

2. Indirect discourse in the present: demander si, où, quand, demander de + infinitif.

3. Pronouns: ce qui, ce que,

4. Demonstrative pronouns: celui, celle, ceux, celles que, qui.

5. The passive tense.

6. Oposició pour/par.

7. Consolidation and broadening of time expressions: depuis, il y a, en, dans, pour, quand, pendant, avant de, après..

8. Consolidation of the passé récent and the futur proche (periphrasis venir de + infinitif and aller + infinitif), of the futur d'intention (penser + infinitif) and the présent duratif (expression être en train de + infinitif).

9. Adverbs ending in -ment.

10. Adjectives and indefinite pronouns: quelques, certains, plusieurs, tout, chaque, aucun, la plupart.

11. The impersonal il and the ce for presentation.

12. Cause: parce que, à cause de, grâce à, comme.

13. Consequences: alors, donc.

14. Opposition: mais.

15. Finality: pour, afin de.

16. Negation: ne... plus, ne... rien, ne... personne, ne... jamais, ne... que, sans, ne... ni... ni.

17. Present conditional.

18. Present hypotheses.

### Vocabulary

Students must be able to recognise, name, recall, explain and choose the appropriate term and use it in the communicative situation where it is required. They must also know how to make correct use of a dictionary and be able to establish semantic relations between the different categories. The vocabulary content falls mainly into the following areas:

1. Cultural and artistic heritage.

2. Everyday environment: home, school, neighbourhood, town.

3. Organising leisure time: journeys.

\* In terms of planning (round trip, cruise, stay, combined).

\* In terms of type (big trips, honeymoon trips, green tourism, conferences, city breaks, etc.).

4. Accommodation: hotel, campsite, boat (cruiseship), etc.

5. Transport: air, sea, river, road.

6. Professional profiles in tourism: travel agency, reception, tourist office, guide, customer service, and

entertainer.

7. Client or traveller profile.

8. Job profile and tasks: reception, information, organisation, etc., in agencies, hotels, campsites, tourist offices, transport companies and others.

9. Others: daily life (biography, travel, etc.)

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 French, as specified below.

1. Consonant endings (s, t, r).

2. Discriminating between /y/, /i/, /u/.

3. Double vowels.

4. Nasals.

5. Frequent consonants (ch, ll, b, v, ç, s, ss, r, g, j, qu, x).

6. Phonic units: most frequent and important liaison phenomena.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom based	56.5	2.26	2, 4, 5, 6, 7, 8
Non-classroom based	56	2.24	1, 2, 3, 4, 5, 6, 7
Type: Supervised			
On line	5	0.2	3
Tutorials classroom based	2	0.08	3
Type: Autonomous			
Activities	10	0.4	1, 2, 3, 4, 5, 6, 7
Theory	10	0.4	1, 2, 3, 4, 5, 6, 7

Language of instruction

Bachelor's Degree in Tourism (GT / GTA): French

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; so teacher design and offer activities for students to participate in class and be the centre of their own learning process.

The methodology is basically 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.

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attitude and participation	10%	0	0	1, 2, 3, 4, 5, 6, 7, 8
Dossier	12%	5	0.2	1, 2, 3, 4, 5, 6, 7, 8
Final test	50%	2.5	0.1	2, 4, 5, 6, 7
Partial tests	10%	1	0.04	1, 2, 3, 4, 5, 6, 7
Speaking activities	8%	0.5	0.02	1, 2, 3, 4, 5, 6, 7, 8
Writing activities	10%	1.5	0.06	1, 2, 3, 4, 5, 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. **Continuous assessment system**

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

The continuous assessment system is divided into:

- Activities: 50% of the grade
- Final examination: 50% 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 Activities

Writing. Between 2 and 5 essays are done. The teaching staff may request the correction of the original wording by the student 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. One option is to take advantage of the day set by the school during the first semester exam period to take one of these tests, which must have a format similar to the tests in the final exam.

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

#### 1.B Final Exam

This examination is the final set of tests that assess the four skills (reading, listening, writing and speaking) following the general specifications of exams established by the Language Service. It is the same as the final examination for single assessment, so it is held on the same day and time.

To pass the examination, students must obtain a minimum mark of 50% in each of the parts, and a minimum overall grade of 60%. Passing the final examination entitles you to an A2 level certificate issued by the UAB Language Service and recognised by the Government of Catalonia.

Calculation of the final grade for continuous assessment if the final examination is passed

If the final examination is passed:

OVERALL GRADE = Activity grade \* 50% + Final exam grade \* 50%

If the total is less than 5, an overall grade of 5 will be obtained.

The equivalences of the overall grade are set out 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
44.46-49.99	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

### **Continuous assessment resit**

Students who obtain a numerical grade of between 3.5 and 4.999 for the overall grade have the right to resit that consists of repeating those parts of the final exam that they have below the overall average grade, that is, those parts that are lower than 60%.

Students who apply for resit lose their right to obtain the French A2 certificate issued by the Language Service and can be awarded a maximum grade of 5 (C) for the subject.

#### **1. 2. Single assessment system**

Single assessment the course is based on a final examination that assesses the four skills (reading, listening, writing and speaking) and follows the specifications established by the Language Service. It is the same examination as the final continuous assessment examination, so it is held on the same day and time.

To pass the final exam and pass the subject, 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.

A pass the final examination entitles you to an A2 level certificate issued by the UAB Language Service and recognised by the Government of Catalonia.

If you do not pass this exam, you do not pass the course but 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%.

Students who apply for recovery lose their right to the French A2 certificate issued by the Language Service and will only be able to obtain a maximum grade of 5 for the subject.

## 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.

## Bibliography

### Essential Bibliography

- Textbook: DUSSAC, Elisabeth: *Bon Voyage!* CLE International, (started in second year). ISBN : 978-2-09-034890-3
- Grammar exercise book: *Focus Grammaire du français multiniveaux* A1, A2, B1. Hachette ISBN: 978201155964. (Used in first, second and third year).
- Dossier with texts, exercises, ideas for classroom work and homework, which students should download from Moodle and bring to class.
- Online multimedia learning materials and Websites.
- Online resources of the Centre for Independent Language Learning of the Language Service: <http://pagines.uab.cat/cal/content/francès>, and then the specific section [Francès a Turisme](#).

### Supplementary Bibliography

- Le nouveau BESCHERELLE: L'art de conjuguer. MIQUEL, Claire : *Vocabulaire Progressif du Français- Niveau Débutant avec 250 exercices*, Paris, CLE International. ISBN : 978-209-033878-2
- *Tourisme.com*, de CLE International. ISBN: 978-2-09-038044-6.
- *Le Français en contexte (A1+/A2+)*, Maison des Langues. ISBN: 9788415640226

## Software

## Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	French	annual	morning-mixed
(TE) Theory	2	French	annual	morning-mixed
(TE) Theory	3	French	annual	morning-mixed