UAB
Universitat Autònoma de Barcelona

Second Foreign Language III (German)

Code: 103717
ECTS Credits: 6

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Degree	Type	Year
Hotel Management	OB	3

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Teachers

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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-based 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. Use German as the regular classroom language.
2. Understand and appropriately use simple formulaic expressions for social interaction.
3. Identify and relate sounds and graphical symbols to improve 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 everyday and professional matters. Take down phone messages and respond to them appropriately.
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. Give a simple description of people, places and things.
9. Describe personal experiences or those related to other people and experiences in the professional field.

10. Express opinions and personal points of view about topics of general interest.
11. Recognise expressions revealing the mood of the speaker and express personal mood.

Skills objectives

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

1. Develop precision (in grammar, pronunciation, use of vocabulary, register, etc.) and fluency (speed of production, ability to express ideas and hold conversations), both in writing and speaking to the equivalent of level A2.2 of the *Common European Framework of Reference for Languages*.
2. Broaden capacity for applying strategies and abilities to understand real written andoraltexts.
3. Broaden capacity for applying strategies for continuing to learn independently outside the classroom.
4. Develop the capacity to be efficient in the use of language in the area of tourism and in everyday situations.
5. Broaden capacity to use the consultation material necessary for language learning: internet, etc.

Competences

- Be able to self-evaluate knowledge acquired.
- Communicate orally and in writing in a first, second and third foreign language in the areas of the hotel and catering industry and also in the different areas related to them.
- Develop a capacity for independent learning.
- Manage and organise time.
- Manage communication techniques at all levels.
- Manage techniques of internal and corporate communication in hotel and catering companies.
- Work in teams.

Learning Outcomes

1. Be able to self-evaluate knowledge acquired.
2. Develop a capacity for independent learning.
3. Identify the correct vocabulary and grammatical form to apply in the tourist sector in a first, second and third foreign language.
4. Manage and organise time.
5. Manage communication techniques at all levels.
6. Produce discourses appropriate for different functions, means, activities and situations in the area of work.
7. Use idiomatic peculiarities required in the tourist sector at intermediate and advanced level in a first, second and third foreign language.
8. Use internet resources for tourism in a first, second and third foreign language.
9. Work in teams.

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 together in the learning process. The language content that is subdivided below into functions, grammatical content, lexical content and phonetic and prosodic content.

Language functions

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

a) Socialising function

- Use conventional forms of courtesy (being interested in people, offering to do something, etc.).
- Make apologies and justifications.
- Use the correct forms of salutation and signing off (e-mail, informal letter).

b) Informational function

- Identify and 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, 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.
- Situate a fact or event in time: 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, thirsty) and mood (sad, happy, afraid).
- Make hypotheses and suppositions from real or possible events and express doubts about the possibility of an event taking place.

c) Expressive function (feelings and moods)

- Expressfeelings of being worried, uneasy, surprised, satisfied, unsatisfied.
- Express hope, excitement or desire for something.
- Show a liking or dislike for someone.

d) Evaluating function

- Express likes and dislikes.
- Show interest or indifference towards someone or an idea.
- Compare and choose things according to given criteria.
- Express a supposition.

e) Inductive function

- Suggest, advise or oblige someone to do something. Offer to do something or refuse to.
- Ask someone what they intend to do.
- Express willingness, obligation, necessity or desire to do something. Ask for the reason and the purpose of an action.
- Calm somebody down.
- Ask for and give advice.

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.
- Interrupt someone and take over the conversation.

Grammar

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

The clause

- Coordination and subordination.

- Subordinate clauses: temporal (*al*), indirect questions (*wie*, *was*, *wo*, *ob*...), causal clauses (*weil*), conditional clauses (*wenn*), relative clauses, clauses with "dass".

- Order of the components of the clause: *Satzklammer*, *Mittelfeld.*

- Coordinate clauses.

Determiners

- Declination of determinate articles: nominative, accusative, dative.

- Declinationof negative articles: nominative, accusative, dative.

- Declination of indeterminate articles: nominative, accusative, dative.

- Declination of possessive articles: nominative, accusative, dative.

- Interrogative articles*: Was für ein...*

Ordinal numbers.

Pronouns

- Indefinite: *einem*, *einem*, *einer*; *jedem*, *jedem*, *jeder.*

- Demonstrative: *dem*, *dem*, *der*; *diesem*, *diesem*, *dieser.*

- Interrogative: *welchem*, *welchem*, *welche; wem*, *was.*

- Dative personal pronouns: *mir, dir, ihm, ihr...*

- Reflexives: *mich*, *dich*, *sich*, *uns*, *euch...*

Adjectives

- Declination of adjectives: nominative, accusative, dative.

- Comparatives and superlatives.

- Genitive constructions, attributes and adverbial complements.

Verbs

- Verb tenses*:* simple past (participles), past of modal verbs.

- Reflexive verbs: *sich ärgern*, *sich freuen*, *sich waschen...*

- The verb *lassen*: most usual meanings.

- Prepositional verbs: *denken an*, *danken für...*

- Modal verbs: *sollen*, *müssen*, *dürfen*, *können*, *wollen...*

Adverbs

- Deshalb, trotzdem.

- Pronominal adverbs: *darüber*, *damit*, *daran.*

Prepositions

- Accusative prepositions.

- Dative prepositions.

- Other prepositions.

Conjunctions

- *Weil*, *wenn*, *dass*, *ob*.

Vocabulary

Students mustbe 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. Educational system and systems of learning.

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

3. Organising leisure time: journeys.

4. Accommodation: hotel, campsite, boat (cruise ship), rural tourism, etc.

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

6. Professional profiles in tourism: travel agent, receptionist, tourist information officer, guide, customer service, 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. Feelings.

10. Others: daily life (biography).

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.

1. Sentence stress.

2. Connecting consonants.

3. The stress in composite words.

4. Syllable separation.

5. The musicality of the clause.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom-based	56.5	2.26	7, 6, 5, 3, 9, 8

Non-classroom based	56	2.24	7, 2, 6, 5, 3, 1, 8
Type: Supervised			
On line	5	0.2	4, 1
Tutorials classroom-based	2	0.08	1
Type: Autonomous			
Activities	10	0.4	7, 2, 6, 5, 3, 1, 8
Theory	10	0.4	7, 2, 6, 5, 3, 1, 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 womern's rights, itsevolution 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 langauge 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	7, 2, 6, 5, 4, 3, 1, 9, 8
Final exam*	50%	2.5	0.1	7, 6, 5, 4, 3, 8
Mid-course tests	10%	1	0.04	7, 6, 5, 4, 3, 8
Portfolio	12%	5	0.2	7, 2, 6, 5, 4, 3, 1, 9, 8
Speaking activities	8%	0.5	0.02	7, 2, 6, 5, 3, 1, 9, 8
Writing	10%	1.5	0.06	7, 2, 6, 5, 4, 3, 8

*You have to pass the final examination to pass the course. To pass the final examination, students must obtain a minimum grade of 5 in each section, and a minimum overall mark of 6.

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.

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.

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
0-4.45	0	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 German A2 certificate issued by the Language Service and can be awarded a maximum grade of 5 (C) for the subject.

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 German 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

Classbooks German - Tourism

Menschen im Beruf, A2, Editorial Hueber

Studio [21], A2.1, Editorial Cornelsen

Momente A2.1, 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 - Gramática A1-C2. Alemán para hispanohablantes - Herder

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

Andreu Castell: Gramática Lengua Alemana - explicaciones - Editorial Idiomas - Hueber

Andreu Castell, Brigitte Braucek: Gramática Lengua Alemana - ejercicios, Editorial Idiomas - Hueber

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

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Groups and Languages

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