

## Syllabus of the course “German III”

### 1. IDENTIFICATION

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**Subject name:** Second Foreign Language 3 (German)

**Code:** 101172

**Degree:** Bachelor's Degree in Tourism

**Academic course:** 2018-2019

**Subject type:** CORE

**ECTS Credits (hours):** 6 (150)

**Teaching period:** 3<sup>rd</sup> (one year)

**Teaching language:** German

**Teachers:** Teachers from the Language Service

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### 2. PRESENTATION

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This is the final year of a three-year programme that takes students to level A2 of the Common European Framework of Reference for Languages of the Council of Europe (2001) on completion of the course. The content of this programme is geared towards the tourism profession.

This third-year course comprises 60 classroom hours and corresponds to level A2.2 of the *Common European Framework of Reference for Languages*.

Students unable to attend the classes may take the final exam at the second sitting (see section 8).

### 3. EDUCATIONAL GOALS

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#### 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 and oral texts.
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.

## **4. COMPETENCES AND LEARNING OUTCOMES**

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## **SPECIFIC COMPETENCES AND LEARNING OUTCOMES**

SC 8. Use the communication techniques of tourism organisations and companies: internal, external and corporate.

### **LEARNING OUTCOMES**

SC 8.4. Identify vocabulary and grammar structures used in the tourism sector in three foreign languages.

SC 8.5. Use tourism resources available on internet in three foreign languages.

SC 9. Communicate orally and in writing in three foreign languages in the field of tourism and related areas.

### **LEARNING OUTCOMES**

SC 9.3. Use the specialised language of the tourism sector in three foreign languages, at upper intermediate level.

SC 9.4. Use the appropriate discourse for different functions, media, activities and situations within the work context.

## **TRANSVERSAL COMPETENCES**

By working in small groups or pairs, students gain experience in these types of interactions. During the foreign language courses students learn to develop the capacity to work in groups (listen, give opinions, reach agreements, etc.) which helps to acquire the necessary autonomy for time management and the solution of questions or queries that may emerge during the learning process. Student also reflect on different learning strategies and on how to continue learning outside the classroom.

TC 1. Develop the capacity for independent learning.

TC 2. Be able to self-evaluate the knowledge acquired.

TC 4. Handle communication techniques on all levels.

TC 10. Work in teams.

## **5. TOPIC AND CONTENT**

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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)*

- Express feelings 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.

Declination of 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 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. 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.

### **6. RECOMMENDED BIBLIOGRAPHY**

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Reading is a crucial part of the course. At the start of the academic year the teaching staff will inform students about the books to be used. As well as the course book, students will be provided with a wide range of texts to help them improve their reading comprehension and language acquisition.

### **Course texts**

- Text book. This will be explained in class.
- *Langenscheidts. Basic German Dictionary (50,000 words/Langenscheidt).*
- *Gramática para hispanohablantes* (editorial Herder).
  
- Networked multimedia materials for learning.
  
- Websites recommended by the teachers.

## **7. TEACHING METHODOLOGY**

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Students are encouraged to use the language actively in class and when practicing outside the classroom, to carry out communication tasks similar to those we engage in in real life, in a wide range of situations. Teachers will encourage students to use the language actively to learn; so teachers 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.

### **TRAINING ACTIVITIES**

| <b>Activity</b>                      | <b>DU</b> | <b>Hours</b> | <b>ECTS</b> | <b>Learning outcomes</b>                           |
|--------------------------------------|-----------|--------------|-------------|----------------------------------------------------|
| <b>Type: Theory classes</b>          |           |              |             |                                                    |
| Classroom based                      |           | 30           | 1.2         | SC 8.4, SC 8.5, SC 9.3, SC 9.4<br>TC 4, TC 10      |
| Non-classroom based                  |           | 30           | 1.2         | SC 8.4, SC 8.5, SC 9.3, SC 9.4<br>TC 1, TC 2, TC 4 |
| <b>Type: Directed <sup>(1)</sup></b> |           |              |             |                                                    |
| Classroom based                      |           | 30           | 1.2         | SC 8.4, SC 8.5, SC 9.3, SC 9.4<br>TC 4             |

|                                        |    |     |                                                    |
|----------------------------------------|----|-----|----------------------------------------------------|
| Non-classroom based                    | 30 | 1.2 | SC 8.4, SC 8.5, SC 9.3, SC 9.4<br>TC 1, TC 2, TC 4 |
| <b>Type: Supervised</b>                |    |     |                                                    |
| Tutorials classroom based              | 5  | 0.2 | TC 2                                               |
| On line <sup>(2)</sup>                 | 5  | 0.2 | TC 2                                               |
| <b>Type: Autonomous <sup>(3)</sup></b> |    |     |                                                    |
| Theory                                 | 10 | 0.4 | SC 8.4, SC 8.5, SC 9.3, SC 9.4<br>TC 1, TC 2, TC 4 |
| Guided activities                      | 10 | 0.4 | SC 8.4, SC 8.5, SC 9.3, SC 9.4<br>TC 1, TC 2, TC 4 |

<sup>(1)</sup> Teacher-directed activities include problem solving, exercises, writing tasks and case studies.

<sup>(2)</sup> 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.

<sup>(3)</sup> 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).

## 8. ASSESSMENT SYSTEM

### ***Continuous assessment***

Students must have attended at least 80% of their classes in order to be included in the continuous assessment process.

### **Continuous assessment activities**

**Writing tasks.** Between two and five writing tasks are performed. Students may be asked to rewrite their texts to improve on the first version.

**Portfolio.** The portfolio contains between six and eight tasks, covering the four language skills. These may be done at home or in class. The following are examples of these tasks.

- Reading worksheets
- Transformation exercises
- Mini-tests
- Self-assessment sheets
- Information search
- Production of documents

The days allocated to mid-course exams can be used to work on portfolio activities, such as the listening and reading mini-tests.

**Speaking activities.** Over the year, between one and two speaking activities will be conducted. These may be individual or group activities, and may take place in the classroom or be recorded and sent in. Depending on the level and the number of students in the class, they could be monologues, dialogues, presentations, etc.

**Mid-course tests.** One or more mid-course tests are held on the days set aside for this purpose, consisting of a writing test (one or two tasks) and/or a speaking test. These tests are in the same format as the final exam.

**Attitude and participation.** Students' degree of effort, attitude, and participation are assessed.

**Final continuous assessment test.** This test assesses the four skills (reading, writing, listening and speaking) in accordance with the general exam specifications established by the Language Service.

Students must obtain a minimum of 50% in each of the four parts to pass the test and an overall average of 60%. Failure to pass this test means a fail for the course. A pass in this test has a weighting of 40% of the total continuous assessment grade.

The final continual evaluation test takes place on the same day as the final exam.

### ***Final exam***

Students who have failed or not taken the continuous assessment are entitled to take a final exam that tests the four language skills. In order to pass the exam, and therefore the course itself, a minimum mark of 50% must be obtained in each skill (each part of the exam) and a minimum 60% overall.

### ***Exam resits***

Students with an average score between 3.5 and 4.999 in the final exam or the final continuous assessment test are entitled to a resit.

Resits involve retaking the parts of the exam on which their scores were below the overall average mark, in other words, the parts in which they obtained scores below 60%.

### ***Changing the exam date***

Students who cannot take the exam on the set dates due to health, work (trips or other similar obligations) or on compassionate grounds may ask their teacher for a change of date, *supplying any necessary documents*, and giving notice of at least seven calendar days except in extreme cases such as accidents. If the request is accepted, the exams must still be taken within the period set by the School of Tourism and Hotel Management.

### ***Further points regarding assessment***

Students who pass the final exam or the final continuous assessment test are entitled to a Level A2 certificate issued by the Language Service and recognised by the Government of Catalonia.

Students who attend the resit exam are not entitled to the Level A2 certificate in German from the Language Service.

## ASSESSMENT ACTIVITIES

| Activity                    | Weight | Hours | ECTS | LEARNING OUTCOMES               |
|-----------------------------|--------|-------|------|---------------------------------|
| Writing tasks               | 15 %   | 1.5   | 0.06 | SC 8.4, SC 8.5, SC 9.3, SC 9.4  |
| Portfolio                   | 12 %   | 5     | 0.2  | SC 8.4, SC 8.5, SC 9.3, SC 9.4  |
| Speaking activities         | 9 %    | 0.5   | 0.02 | SC 8.4, SC 8.5, SC 9.3, SC 9.4  |
| Mid-course tests            | 12 %   | 1     | 0.04 | SC 8.4, SC 8.5, SC 9.3, SC 9.4. |
| Attitude and participation. | 12 %   | —     | —    | SC 8.4, SC 8.5, SC 9.3, SC 9.4. |
| Final exam*                 | 40 %*  | 2.5   | 0.1  | SC 8.4, SC 8.5, SC 9.3, SC 9.4  |

\*To pass the course students must obtain a pass in the final test. Students must obtain a minimum of 50% in each of the four parts to pass the test and an overall average of 60% to pass.

## 9. PLANNING

### First semester

| WEEK  | TOPIC                                                                                                                                        | METHOD                                                                                                                                                                                                                                          | HOURS |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1-2-3 | 1. Health and sport.<br>Expressing feelings.<br>Expressing interest.<br>Making telephone enquiries.<br>Understanding suggestions by experts. | Grammar and vocabulary revision and extension.<br>Participation in class (reading, speaking).<br>Reading and listening exercises (inside and outside the classroom).<br>Writing assignment.<br>Self-assessment exercises (in class and online). | 6     |
| 4-5-6 | 2. Training and careers.<br>Express oneself and give opinions on a subject.<br>Talk about the schools system.<br>Reminisce.<br>Understand    | Participation in class (reading, speaking).<br>Reading and listening exercises.<br>Research project (websites) to find online job adverts.<br>Writing assignment.                                                                               | 6     |

|          |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|          | announcements for training courses.<br>Plan an interview.                                                                                                                                                                 | Prepare for an interview.<br>Self-assessment exercises (in class and online).                                                                                                                                                                        |   |
| 7-8-9    | 3. Plan a party.<br>Express ideas.<br>Express requests and recommendations.                                                                                                                                               | Grammar and vocabulary.<br>Participation in class (speaking).<br>Reading and listening exercises.<br>Self-assessment exercises (in class and online).<br>Writing assignment.                                                                         | 6 |
| 10-11-12 | 4. Free time.<br>Express contrasts.<br>Express wishes for weekend activities.<br>Make suggestions for weekend activities.<br>Find information on a calendar of events.<br>Understand suggestions for events on the radio. | Grammar and vocabulary.<br>Participation in class (speaking). Reading and listening exercises. Revision exercises (in class and online). Writing assignment.<br>Internet information search project: prepare a suggestion of activities for clients. | 6 |
| 13-14-15 | 5. Shopping.<br>Find out about goods available.<br>Talk about quality, places, products, etc.                                                                                                                             | Grammar and vocabulary.<br>Participation in class (speaking).<br>Reading and listening exercises.<br>Self-assessment exercises (in class and online).<br>Writing assignment.<br>Speaking: role play.                                                 | 6 |

**Second semester**

|       |                                                                                                                                                        |                                                                                                                                                                                                              |   |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1-2-3 | 1. Communication.<br>Understand impersonal explanations.<br>Describe products.<br>Understand telephone announcements.<br>Apologise over the telephone. | Grammar and vocabulary.<br>Participation in class (speaking).<br>Reading and listening exercises.<br>Self-assessment exercises (in class and online). Writing assignment. Make an oral product presentation. | 6 |
| 4-5   | 2. Outside the home.<br>Give information about people (where are they what are they doing, etc.).<br>Give tour descriptions.                           | Grammar and vocabulary.<br>Participation in class (speaking).<br>Reading and listening exercises.<br>Information search (websites or brochures) to prepare a tour.                                           | 4 |

|          |                                                                                                                               |                                                                                                                                                                                                                                                                          |   |
|----------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|          |                                                                                                                               | Self-assessment exercises (in class and online).<br>Writing assignment.<br>Prepare and present a tourist tour (in writing and orally).                                                                                                                                   |   |
| 6        | 2.1. The weather.<br>Describe the weather.<br>Understand radio weather reports.                                               | Grammar and vocabulary.<br>Participation in class (speaking).<br>Reading and listening exercises.<br>Self-assessment exercises (in class and online).<br>Writing assignment.                                                                                             | 2 |
| 7-8-9    | 3. Travel.<br>Indicate final destination.<br>Understand small travel announcements.<br>Make a travel booking.<br>Plan a trip. | Grammar and vocabulary.<br>Participation in class (speaking).<br>Reading and listening exercises.<br>Self-assessment exercises (in class and online).<br>Make an online booking.<br>Writing assignment.<br>Information search (websites or brochures) to prepare a trip. | 6 |
| 10-11-12 | 4. Money.<br>Get information from a bank.<br>Find out about payment conditions.<br>Talk about available services and prices.  | Grammar and vocabulary.<br>Participation in class (speaking).<br>Reading and listening exercises.<br>Self-assessment exercises (in class and online).<br>Writing assignment.                                                                                             | 6 |
| 13-14-15 | 6. The past.<br>Task about experiences in the past.<br>Talk about activities in the past.                                     | Grammar and vocabulary revision and extension.<br>Grammar and vocabulary.<br>Participation in class (speaking).<br>Reading and listening exercises.<br>Self-assessment exercises (in class and online).<br>Writing assignment: describe a personal experience.           | 6 |

## 10. ENTREPRENEURSHIP AND INNOVATION

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Regarding methodology, the teachers offer guidance on the levels of the tasks, the materials, the productions obtained, the students' progress, and the resources available for lifelong learning (fostering self-directed learning and self-assessment skills).

Regarding the mechanisms or strategies proposed, informal learning is fostered by using communities of practice and Web 2.0 tools are used whenever this is technically possible: blogs, networks, virtual learning environments, and documents produced collaboratively for diachronic and/or synchronic assignments.

### **Recommendations**

As with any foreign-language course it is vital for students to participate actively in the on-site classes and in all the work to be done outside the classroom.

It is also vital for them to use all the means at their disposal to stay in touch with the language outside the classroom.

To this end they are recommended to consult the online resources of the Centre for Independent Language Learning of the Language Service, which have been specially selected by the Language Service teachers: <http://pagines.uab.cat/cal/content/alemany>, and then the specific section [Alemany a Turisme](#).