

Subject Study guide “German II”

1. IDENTIFICATION

Subject name: Second Foreign Language 2 (German)

Code: 101175

Degree: Bachelor's Degree in Tourism

Academic course: 2018-2019

Subject type: core

ECTS Credits (hours): 6 (150)

Teaching period: 2nd (one year)

Teaching language: German

Teachers: Teachers from the Language Service

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2. PRESENTATION

This is the second 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. The content of this programme is geared towards the tourism profession.

This second-year course comprises 60 classroom hours and corresponds to level A1.2-A2.1 of the *Common European Framework of Reference for Languages*.

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

3. EDUCATIONAL GOALS

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. Assimilate the rhythm and intonation of German.
4. Read texts written in simple language.
5. Understand brief oral messages (news, announcements, voice-mail messages) on everyday topics, from interlocutors who use standard language forms. Take down phone messages and respond appropriately. Pass on this information.
6. Select the information from a longer written or spoken message that is relevant to your own needs.
7. Give a simple description of people, places and things.
8. Fill in forms with personal information and opinions on services.
9. Maintain a conversation on topics of personal interest in social or work contexts.
10. Make suggestions and invitations and give advice in everyday situations.
11. Write notes and short personal letters.
12. Narrate events related to personal experience.

Skills objectives

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

1. Show a level of accuracy (grammar, pronunciation, vocabulary, register, etc.) and fluency (speed of production, ability to express ideas and develop the discourse), in both writing and speaking, equivalent to level A1.2-A2.1 of the *Common European Framework of Reference for Languages*.
2. Develop strategies and skills to understand authentic written and spoken texts.
3. Develop strategies to continue learning independently outside the classroom.
4. Develop the ability to use the language with great efficiency in everyday situations and in the tourism context.
5. Use the necessary language learning resources: dictionaries, grammars, text books, practice exercises, etc.
6. Learn about the society and culture of German-speaking countries.

4. COMPETENCES AND LEARNING OUTCOMES

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. Throughout their foreign-language courses, students develop teamwork skills (listening, giving opinions, reaching agreements, etc.) and the ability to organise their own work and find solutions to learning problems as they arise. They reflect on different learning strategies and on how to continue learning outside the classroom.

TC 1. Learn independently.

TC 2. Self-evaluate the knowledge acquired.

TC 4. Handle communication techniques on all levels.

TC 10. Work in teams.

5. TOPIC AND CONTENT

The objectives listed in section 3 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*

- Say goodbye.
- Offer thanks. Apologise. Offer congratulations. Make a toast. Ask for and make excuses.
- Make and respond to an invitation.
- Initiate and keep up a telephone conversation.

b) *Informational function*

- Ask for and give specific information about places: what they are like, where they are, how to get there.
- Ask for and give information about a product.
- Express ignorance or knowledge about something.
- Pass on information from other people.
- Ask for and give information about someone's health and mood.
- Ask for and give information on activities, facts and events: present.
- Ask for and give information about times (when something was done, etc.).

c) *Expressive function (feelings and moods)*

- Express obligation.
- Express wishes and preferences.
- Express needs or interest.
- Show a liking or dislike for someone.
- Express disappointment or disillusionment.

d) *Evaluating function*

- Ask for and give opinions and impressions about events, people or things.
- Show agreement or disagreement with someone or with an idea.
- Express approval or disapproval.
- Compare quantities and qualities.
- Express and ask for an opinion.
- Justify an opinion and ask for justifications.

e) *Inductive function*

- Express the need, obligation or convenience of doing something.
- Ask for, give and refuse permission to do something.
- Ask for and give instructions.
- Ask someone to do something.
- Give advice and warnings.
- Suggest an activity.

f) Metalinguistic function

- Ask for and give a translation of a word or expression.
- Explain the meaning of a word or expression.
- Repeat questions, ask counterquestions.

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.
- Subordinate clauses: indirect interrogatives (*wann, was, ob*, etc.) and causal clauses (clauses introduced by *weil*).
- Order of the components of the clause: subject, direct and indirect object, complement of place and time.
- Coordinate clauses.

Determiners

- Determinate articles: *den, das, die*.
- Indeterminate articles: *einen, ein, eine*.
- Negative articles: *keinen, kein, keine*.
- Possessives: *mein, meine; dein, deine; sein, seine...*
- Declination of the determiners: nominative, accusative, dative.
- Ordinal numbers.

Pronouns

- Indefinite: *einem, einen, eins, eine; jedem, jeden, jedes, jede.*
- Demonstrative: *dem, den, das, die; diesen, dieses, diese.*
- Interrogative: *welchem, welchen, welches, welcher; wem, wen, was.*
- Indefinite: *man, einen.*

Nouns

- Inflection for gender and number.
- Declination of the noun: dative.
- The genitive: function as a complement of the noun.

Verbs

- Conjugation of the verbs in the past (formation of the verb participles).
- Preterite of the modal verbs: *müssen, können, wollen.*
- Preterite of the auxiliary verbs: *haben, sein.*
- Modal verbs: *sollen, müssen, dürfen, können, wollen...*
- Factitive verbs: *legen, liegen, stehen, stellen...*
- Verbs with the dative: *gefallen, passen, gehören...*

Adverbs

- Of quantity: *ganz, ziemlich, genug.*
- Of manner: *lieber, mehr, anders.*
- Of time: *damals, schon, noch, da, lange.*
- Of place and direction: *oben, unten, daneben, dorthin, her, hin.*

Prepositions

- that introduce local meaning: *bei, zu, aus, von, anvorbei, entlang, bis...zu.*
- That introduce temporal meaning: *vor, nach, in, für, bei.*
- That introduce modal meaning: *als.*
- Other prepositions: *Wechselpräpositionen in, an, auf, neben... unter.*
- Cases governed by the prepositions: dative, accusative.

Conjunctions

— *weil, 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. The vocabulary content falls mainly into the following areas:

1. Jobs and work.
2. Leisure activities.
3. Travel: means of transport, accommodation, catering (gastronomy), souvenirs, shopping, diets, types of organisation.
4. Daily life in the city.
5. People's characters and behaviour.
6. Weather and climate.
7. The body and health.

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. Discriminating between *b-p, d-t, g-k*.
2. Consonant endings (*r, n, t, d, g, k, s, f, p, b*).
3. The consonant *h*.
4. Word stress.
5. Sentence stress.

6. RECOMMENDED BIBLIOGRAPHY

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.

— Recommended complementary texts:

Langenscheidts. Diccionario básico alemán (50.000 palabras / editorial

Langenscheidt).

Gramática para hispanohablantes (editorial Herder).

— Networked multimedia materials for learning.

— Websites recommended by the teachers.

7. TEACHING METHODOLOGY

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.

TRAINING ACTIVITIES

Activity	DU	Hours	ECTS	Learning outcomes
Type: Theory classes				
Classroom based		30	1,2	SC 8. 4, SC 8. 5, SC 9 3, SC 9.4, TC 4, TC 10
Non-classroom based		30	1,2	SC 8. 4, SC 8. 5, SC 9 3, SC 9.4, TC 1, TC 2, TC 4
Type: Directed ⁽¹⁾				

Classroom based	30	1,2	SC 8. 4, SC 8. 5, SC 9 3, SC 9.4, TC 4
Non-classroom based	30	1,2	SC 8. 4, SC 8. 5, SC 9 3, SC 9.4, TC 1, TC 2, TC 4
Type: Supervised			
Tutorials classroom based	5	0,2	TC 2
On line ⁽²⁾	5	0,2	TC 2
Type: Autonomous ⁽³⁾			
Theory	10	0,4	SC 8. 4, SC 8. 5, SC 9 3, SC 9.4, TC 1, TC 2, TC 4
Guided activities	10	0,4	SC 8. 4, SC 8. 5, SC 9 3, SC 9.4, TC 1, TC 2, TC 4

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

⁽²⁾ 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.

⁽³⁾ 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: writing and speaking. This test is on the same day as the final exam.

To pass the course an overall mark of 60% must be obtained (activities plus final test.)

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 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 skills 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 have passed the continuous assessment may not, under any circumstances, take the final exam in order to obtain a higher grade.

No level certificates of any kind are issued.

ASSESSMENT ACTIVITIES

Activity	Weight	Hours	ECTS	Learning Outcomes
Writing tasks	15 %	1.5	0.06	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2
Portfolio	20 %	5	0.2	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2
Speaking activities	5 %	0.5	0.02	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2
Mid-course tests	10 %	1	0.04	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2
Attitude and participation.	10 %	—	—	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2.
Final test	40 %	1.5	0.06	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2

An overall average grade of 60% is required to pass the test.

9. PLANNING

First semester

WEEK	TOPIC	METHOD	HOURS
1-2	Revision. Introduce yourself; talk about the past, interests and activities.	Grammar and vocabulary revision. Participation in class (speaking). Reading and listening exercises.	4
3-4-5	1. Jobs and work. Say what your job is and ask about someone else's job. Exchange information about work and other activities in the present and in the past. Talk about events and activities in the past. Understand announcements. Understand short texts.	Grammar and vocabulary. Participation in class (reading, speaking). Reading and listening exercises. Writing assignment. Internet information search. Self-assessment exercises (in class and online).	6

6-7-8	2. In town. Give and request tourist information (tours, schedules, addresses, etc.). Give instructions and advice. Set rules (what is allowed and not allowed). Understand tourist brochures. Ask for information and explanations in the hotel.	Participation in class (reading, speaking). Reading and listening exercises. Writing assignment. Self-assessment exercises (in class and online).	6
9-10	3. Health. Name parts of the body. Describe people and their state of health. Give and understand instructions and advice. Arrange to meet someone. Write a letter asking for information.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	4
11-12	4. In town. Ask for and give directions. Name the means of transport. Write down addresses. Search for timetable information. Understand loudspeaker announcements.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Revision exercises (in class and online). Writing assignment.	4
13	At the station. Ask for information.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Writing assignment.	2
14	5. Clothing. Name and appraise garments. Express pleasure and displeasure.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	2
15	5.1. At the department store. Express preferences. Ask for advice in a department store.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises.	2

		Writing and speaking assignment: prepare and present a role play.	
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Second semester

1	1. Holidays. Ask and inform about dates. Name holiday periods. Make invitations.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Internet information search. Writing assignment.	2
2-3	2. Travel. Recount travel experiences (using past forms).	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	4
4-5	2.1. The family. Learn family vocabulary. Ask for and give information about the family. Describe forms of community living (family, friends, etc.).	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment. Internet information search (presenting statistics).	4
6-7	3. At home. Explain where someone or something is. Explain where to put something or where a person is going.	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	4
8	3.1. Give information. About a person (where s/he is, where s/he has gone, etc.).	Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Writing assignment.	2
9-10	4. Food and drink. Explain eating habits. Give an opinion on dishes at a restaurant.	Grammar and vocabulary. Participation in class (speaking). Reading and listening	4

		exercises. Self-assessment exercises (in class and online). Writing assignment.	
11-12-13	5. Work Give advice about work and employment. Express conditions. Carry out workplace telephone conversations. Understand a diary entry.	Grammar and vocabulary revision and extension. Grammar and vocabulary. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	6
14-15	Revision. Give instructions and advice. Ask for and give information about times. Express conditions.	Grammar and vocabulary revision and extension. Participation in class (speaking). Reading and listening exercises. Self-assessment exercises (in class and online). Writing assignment.	6

10. ENTREPRENEURSHIP AND INNOVATION

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 [Alemanya a Turisme](#).