*Course Guide: German 4*

1. BASIC DETAILS

**Name of the subject:** Second Foreign Language (German 4)

**Code:** 104617

**Qualification:** Bachelor's Degree in Tourism, Bachelor's Degree in Tourism in English, **Academic year:** 2018-2019

**Type of subject:** core

**ECTS credits (hours):** 6 (150 Hours)

**Duration:** 1st year (year-long course)

**Language of instruction:** German

**Teaching staff:** teachers from the Language Service

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2. INTRODUCTION

This course continues on from German 3. Level A2 is completed and progress is made towards level B1.1 in areas like subordinate conjunctions, prepositions, verb tenses, adjective declension and vocabulary acquisition.

There is a great step from level A2 to level B1, so this course is designed to help students take this step with confidence. First, they gain more familiarity with A2 content through further practice. Second, they develop their expressive powers by acquiring new grammar and vocabulary at B1.1 level.

They work with materials focusing on specific situations in tourism, in preparation for the workplace.

3. LEARNING OBJECTIVES

**Content 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 a range of subordinate conjunctions at level A2/B1.1 in communicative situations.
2. Distinguish between and use complex verb forms (A2/B1.1), such as the passive voice, the pluperfect, and the past conditional (*Konjunktiv* II).
3. Use prepositions of time and place at a more advanced level.
4. Recognise and use double connectors, such as *entweder... oder*.
5. Decline attributive adjectives.
6. Deal with clients in a tourism context, such as the reception, restaurant, or tourist office (speaking and listening).
7. Read and write formal texts related to tourism.

**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 level A2+/B1.1 of the Common European Framework of Reference for Languages.
2. Make further progress in applying strategies and skills to understand real texts related to tourism.
3. Make further progress in applying strategies to continue learning independently outside the classroom.
4. Make further progress in using the reference materials needed in language learning, such as those found online.

**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 in the workplace.

**TRANSFERABLE COMPETENCES**

By working in small groups or pairs, students gain experience in these types of interactions. Students develop the ability to work in a group (listening, giving opinions, reaching agreements, etc.) and independently (time management and problem-solving). 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. COURSE 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 language content is sub-divided below into functions, grammar, lexis, and phonetics and prosody.

**Language functions**

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

1. *Socialising function*

* Use common formulaic expressions of courtesy (to show concern for someone, to offer to do something, etc.).
* Apologise and give explanations.
* Use standard opening and closing formulae in emails and formal letters.

1. *Informational function*

* Identify and describe people and jobs. Ask for and give information about someone's personality, education and professional competences.
* Ask for and give information about places (immediate surroundings, tourist destinations, heritage sites).
* Ask for and give information on tourist services.
* Ask for and give information about past and future activities or events, whether in everyday life or in the field of tourism.
* Establish the timeframe for an event: when it will begin, how long it will take or has taken, how often it takes place, etc.
* Ask for and give information about someone's physical state (tired, sleepy, thirsty, etc.) and mood (sad, cheerful, scared, etc.).
* Make hypotheses based on known facts or suppositions and express doubts about something being possible.

1. *Expressive function (feelings and moods)*

* Express feelings of worry, surprise, satisfaction, dissatisfaction, etc.
* Express hope or longing for something.
* Show a liking or dislike for someone.

1. *Evaluating function*

* Express likes and preferences.
* Show interest or indifference towards someone or towards an idea.
* Make comparisons and choices based on given criteria.
* Express a supposition.

1. *Inductive function*

* Advise or instruct someone to do something. Agree or refuse to do something.
* Ask someone what he/she intends to do.
* Express willingness, obligation, need or a wish to do something. Ask about the motive and purpose of an action.
* Reassure someone.
* Ask for and give advice.

1. *Metalinguistic function*

* Ask someone to repeat what he/she has said or what someone else has said.
* Make and answer queries about the meaning of a word or expression, using examples or paraphrasing where necessary.
* Interrupt someone and take one's turn in a conversation.

**Grammar**

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

*The clause*

Coordination and subordination.

Subordinate clauses: temporal clauses (*als*), causal clauses (*weil*), conditional clauses, relative clauses, clauses with *dass*, *so... dass*, *obwohl*, *bevor*, *nachdem*, *bis*, , final clauses.

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

Coordinate clauses.

*Determiners*

Declension of the definite articles: genitive.

Declension of the negative articles: genitive.

Declension of the indefinite articles: genitive.

Declension of the possessive articles: genitive.

*Pronouns*

Indefinite: *eines*, *eines*, *einer*; *jedes*, *jedes*, *jeder*.

Demonstrative: *des*, *des*, *der*; *dieses*, *dieses*, *dieser*.

Interrogative: *welches*, *welches, welcher*, *welcher; wessen.*

Possessive in the genitive case: *meines, deines, seines, seiner...*

*Adjective*

Adjective declension: nominative, accusative, dative, genitive.

Participle functioning as an adjective: *geräucherter Schinken*.

*Verb*

Verb forms*:* pluperfect tense, passive voice, past conditional (*Konjunktiv* II), imperfect tense.

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

Verbs with a prepositional object: *sich freuen auf, sich ärgern über...*  
Modal verbs: *sollen*, *müssen*, *dürfen, können*, *wollen*...

*Adverbs*

*Dennoch, trotzdem*

The pronominal adverbs: *darüber*, *damit*, *daran...*

*Prepositions*

*Prepositions of time: in, um, an, bis, von, bei, nach, vor, von... ab.*

Prepositions of direction: *in*, *an*, *auf*, *nach*, *zu*, *bei*, *von*, *aus*, *an*.... *entlang*.

Prepositions that take the genitive: *trotz*, *(an)statt*, *wegen*...

*Conjunctions*

*So... dass, als, bis, obwohl, bevor, nachdem.*

*Double connectors: entweder... oder, sowohl.... als auch.*

*Verb forms*

Pluperfect, passive voice, past conditional (*Konjunktiv* II).

**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 use a dictionary correctly and be able to establish semantic relationships between the different categories. The vocabulary content falls mainly into the following areas:

1. Reserving and asking for a table, asking for the bill. Making a complaint (restaurants, hotels).
2. Planning tourism programmes: tourist information.
3. Describing accommodation: location, appliances and facilities, surroundings.
4. Job profiles in tourism: travel agent, receptionist, advisor in a tourist office, guide, customer service, entertainment.
5. Profiles of customers and travellers.
6. Specific job profiles and tasks: reception, information, organisation, etc. in hotels, campsites, tourist offices, transport companies, etc.
7. Feelings.

**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. Consonant liaison.

3. Stress in compound words.

4. Syllable separation.

5. Sentence intonation.

**6. RECOMMENDED READING**

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.  
— *Langenscheidt. Diccionario básico alemán (50,000 words).* Editorial Langenscheidt*.*

— *Gramática para hispanohablantes.* Editorial Herder.

— Online 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.

**LEARNING ACTIVITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Unit** | **Hours** | **ECTS** | **Learning outcomes** |
| **Type: sessions on theory** |  |  |  |  |
|  |  |  |  |  |
| Classroom-based |  | 30 | 1.2 | SC 8.4, SC 8.5, SC 9.3, SC 9.4  TC 4, TC 10 |
|  |  |  |  |  |
| Distance learning |  | 30 | 1.2 | SC 8.4, SC 8.5, SC 9.3, SC 9.4  TC 1, TC 2, TC 4 |
| **Type: teacher-directed (1)** |  |  |  |  |
|  |  |  |  |  |
| Classroom-based |  | 30 | 1.2 | SC 8.4, SC 8.5, SC 9.3, SC 9.4  TC 4 |
|  |  |  |  |  |
| Distance learning |  | 30 | 1.2 | SC 8.4, SC 8.5, SC 9.3, SC 9.4  TC 1, TC 2, TC 4 |
| **Type: tutorials** |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Classroom-based |  | 5 | 0.2 | TC 2 |
|  |  |  |  |  |
| Online (2) |  | 5 | 0.2 | TC 2 |
|  |  |  |  |  |
| **Type: self-study (3)** |  |  |  |  |
| Theory |  | 10 | 0.4 | SC 8.4, SC 8.5, SC 9.3, SC 9.4  TC 1, TC 2, TC 4 |
| Teacher-directed 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

***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 is a test of writing and speaking. The final continuous assessment test takes place on the same day and time 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 not joined in the continuous assessment process are entitled to take a final exam that tests the two productive language skills: speaking and writing. 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 grade between 3.5 and 4.999 in the final exam or in the final continuous assessment test are entitled to a resit.

The resit consists of repeating the parts of the exam in which the student has obtained a grade below 60%, which is the minimum overall pass grade.

***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***

No level certificates of any kind are issued.

Students with sufficient previous knowledge have the right to take the B1 exam of the Language Service in order to obtain a certificate of this level.

**ASSESSMENT ACTIVITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Weighting** | **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 |
|  |  |  |  |  |

To pass the course, an overall mark of 60% must be obtained.

9. TEACHING SCHEDULE

First semester

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | | **METHOD** | **HOURS** | |  | | | |
| 1-2 | Revision.  Introducing yourself;  talking about the past, interests and activities. | | Grammar and vocabulary revision.  Participation in class (speaking).  Reading and listening exercises. | 4 | |  | | | |
| 3-4-5 | At the restaurant  — Seating customers.  — Talking about preferences.  — Making and responding to complaints. | | Grammar and vocabulary.  Participation in class (reading, speaking).  Reading and listening exercises. | 6 |  | | | | |
| 6-7 | — Explaining the menu, dishes.  — Adjective declension, participle functioning as an adjective.  — Passive voice. | | Grammar and vocabulary.  Participation in class (reading, speaking, exercises). | 4 |  | | | | |
| 8-9-10 | At the tourist information desk  — Giving and requesting tourist information (tours, schedules, addresses, etc.).  — Giving instructions and advice on how to get to a certain location.  — Understanding tourist brochures. | | Participation in class (reading, speaking).  Reading and listening exercises.  Self-assessment exercises (in class and online). | 6 |  | | | | |
| 11-12 | — Recommending programmes, itineraries, etc.  — Past conditional (*Konjunktiv* II), *wenn*.  — Indirect questions. | | Grammar and vocabulary.  Participation in class (reading, speaking, exercises). | 4 |  | | | | |
| 13-14-15 | The tourist guide  — Greeting someone and introducing yourself.  — Talking about tourist attractions.  — Talking about time and seasons.  — Offering assistance. | | Grammar and vocabulary.  Participation in class (speaking).  Reading and listening exercises.  Self-assessment exercises (in class and online). | 6 |  | | | | |
| Second semester | | | | |  | | | | |
| 1-2 | | Advertising  — Different kinds of advertising:  Radio and television  Advertisements  Texts | Grammar and vocabulary. Participation in class (speaking).  Reading and listening exercises.  Writing assignment. | 4 |  | | | | |
| 3-4-5 | | Souvenirs  — Recommending and explaining products.  — Talking about gifts.  — Talking about prices. | Grammar and vocabulary. Participation in class (speaking).  Reading and listening exercises.  Writing assignment. | 6 | |  | | | |
| 6-7-8 | | At the hotel 1  — Communicating in writing.  — Communicating by telephone.  — Welcoming guests.  — Making guests comfortable. | Grammar and vocabulary. Participation in class (speaking).  Reading and listening exercises.  Self-assessment exercises (in class and online).  Writing assignment. | 6 | |  | | | |
| 9-10-11 | | At the hotel 2  — Enquiring about guests' well-being.  — Making and responding to complaints.  — Responding in writing to a complaint.  — Preparing and explaining bills.  — Taking leave of guests. | Grammar and vocabulary. Participation in class (speaking).  Reading and listening exercises.  Self-assessment exercises (in class and online).  Writing assignment. | 6 | | |  | | |
| 12-13 | | — Talking about different kinds of tourism:  - Individual tourism.  - Group tourism.  - Planning trips. | Grammar and vocabulary. Participation in class (speaking).  Reading and listening exercises.  Writing assignment. | 4 | | | |
| 14-15 | | Means of transport  — Recommending and choosing local and long-distance means of transport.  — Describing advantages and disadvantages, fares, bus and train stations, and airports.  — Asking for and giving information about arrivals and departures.   * Cancelling tickets. | Grammar and vocabulary. Participation in class (speaking).  Reading and listening exercises.  Self-assessment exercises (in class and online).  Writing assignment. | 4 | | | | |

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 [*Alemany a Turisme*](http://pagines.uab.cat/cal/content/alemany-turisme).