

SUBJECT GUIDES FOR LANGUAGES

SCHOOL OF BUSINESS AND SOCIAL SCIENCES

ACADEMIC YEAR 2021/22

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I. ENGLISH CEFR B1

Type of Subject

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: English

English teaching, delivered as part of Tecnocampus Mataró-Maresme degrees, is structured in four courses of consecutive levels of study.

A CEFR B1 course, corresponding to Threshold level; a CEFR B2.1 course, corresponding to the first part of Vantage level; a CEFR B2.2 course, corresponding to the second part of Vantage level; a CEFR C1.1 course, corresponding to the first part of Effective Operational Proficiency level; a CEFR C1.2 course, corresponding to the second part of Effective Operational Proficiency level; a CEFR C2.1 course, corresponding to the first part of Mastery level.

To enrol on any of these subjects is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| General learning objectives of the subject | GENERAL OBJECTIVES |
|--|--|
| | <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in English through the practice of the different linguistic skills in an academic and professional context. • To widen and consolidate the fundamental aspects of CEFR level A2 making their use more complex and automatic. • To acquire linguistic knowledge corresponding to CEFR level B1 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. |

- To promote awareness of and respect for the cultures where the language studied is spoken.
- To develop the techniques and strategies necessary to be able to write a well-structured, coherent and logical text
- To develop self-correction techniques.
- To express themselves with greater confidence and fluency.
- To manage interactions (oral and written) so as to avoid and solve communication problems, asking for the interlocutor's help if required.
- To identify differences in register between spoken and written Language.
- To introduce more advanced grammatical structures.
- To develop initiative and reinforce the strategies necessary for learning and its responsible use.

SPECIFIC OBJECTIVES

Reading Comprehension

- To understand general and specific ideas from selected press articles.
- To understand simple narrative in its original version.
- To understand Internet pages in order to extract information of interest.
- To be able to distinguish between narrative, journalistic and academic registers,.
- To understand advertisements

Listening Comprehension

- To understand simple conversations and interviews.

- To understand the gist of a short authentic text: story, news item
- To extract specific information from an advertisement, news item, explanation, conversation...
- To distinguish principal intonation patterns.

Written Expression

-
- To write informal and neutral texts (for example; to request information or to express feelings)
- To write simple descriptions of people, objects, places, activities and processes
- To write email messages.
- To express an argument, opinion, reaction or feeling.
- To write simple narrative using different verb tenses.
- To write a simple summary of a book or film.

Oral Expression

- To hold a simple conversation in any informal situation.
- To participate in discussions and express opinions, feelings, reactions etc.
- To deliver a simple oral presentation.
- To develop discourse management techniques

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> |

| | |
|---------------------------------------|---|
| | <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the process of business management.</p> |

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | Assessed Competencies |
|--------|--|-----------------------|--|
| Weight | Activity | | |
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 Tourism: CB4, CT1 Marketing: G5, T1, E12 Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which form part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 – 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the classes.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Understand the general idea of a text without a dictionary
- Extract information from a text with or without a dictionary
- Use target language to ask for comprehension
- Use bilingual and monolingual dictionaries correctly
- Manage interactions (oral and written) to avoid and/or solve communication breakdowns, enlisting the help of interlocutor if needed
- Organize vocabulary systematically
- Predict the content of a text based on headlines, captions, photos, context, sounds, etc.
- Summarise an authentic text or article
- Use classroom language automatically

GRAMMATICAL CONTENTS

Phonetics

- Revision of level 2
- Stress on two-syllable words
- Stress on compound words
- Stress on long words

Morphosyntax

- Adjective + infinitive
- Adjectives
 - strong adjectives
 - *-ed / -ing*
- Adverbs of frequency
- Adverbials: time
- Affixes: derivation
- Articles: zero, definite, indefinite
- Modes of comparison
 - Comparatives and superlatives
 - equivalence constructions (*as...as; the same as; different from*)

- Conditionals: 0, 1, 2, 3
- Conjunctions and discourse markers: contrastive, exemplifying, result, sequence
- Demonstratives
- Distributives (both, neither, either)
- Gerund vs. infinitive
- Habit in the past (*used to*; *would*)
- Imperative
- Indirect questions and confirmation requests
- Infinitive of purpose
- Modals: ability, obligation, and deduction
- Nouns
 - count and number
 - compound nouns
- Passive: review and passive with two objects
- Possessives: adjectives, pronouns, 's
- Prefixes and suffixes
- Prepositions: place, time, movement
- Pronouns: subject, object, interrogative, reflexive
- Quantifiers
- Questions
 - without auxiliaries
 - with auxiliaries
- Question tags
- Relative clauses: defining and non-defining
- Reported speech
 - reporting verbs (*say*, *tell*, *ask*)
 - statements and affirmations
 - questions (yes/no vs. information)
 - imperatives and requests
- Time clauses (until, in case, unless, provided that)
- Short answers
- Verb tenses
 - present
 - past
 - present perfect (with *yet*, *already*, and *just*)
 - past perfect simple and continuous

- future forms
- Verbs: separable vs. non-separable phrasal verbs

LEXICAL CONTENTS

- Art and culture
- Body and health
- Cinema, books, music, multi-media
- Communication
- Customs of our own and other cultures
- Describing people
- Education
- Environmental issues
- Families
- Fashion and trends
- Food and drink
- Money and banking issues
- Interpersonal relations and feelings
- Personal memories and experiences
- Routines
- Shopping
- Sports
- Strong adjectives
- Transport
- Travel
- Work and the world of work
- Verbs: delexicalized verbs (*do, make, get*)
- Verbs of the senses
- Phrasal verbs
- Other topics according to group and individual interests

6.- Teaching & Learning Resources

Compulsory Textbook:

Title: New English File: Intermediate Student's Book and Workbook with Key Pack (4th edition). Authors: Clive Oxenden, Christina Latham-Koenig, and Paul Seligson
Publisher: Oxford University Press Year: 2019 (Paper version ISBN: 9780194058063, Digital version ISBN: 9780190539351)

https://tienda.oupe.es/oxford/English-File-4th-Edition-Intermediate-%28B1%29.-Digital-Student%E2%80%99s-Book-%2B-Workbook-%2B-Online-Practice./2_8674.action

Recommended Bibliography

Title: The Good Grammar Book (with answers) Authors: Michael Swan and Catherine Walter
Publisher: Oxford University Press Year: 2001 ISBN: 0-19-431519-3

Title: English Grammar in Use: Intermediate (with answers) Authors: Raymond Murphy
Publisher: Cambridge University Press Year: 1994 ISBN: 0-521-43680-X

Title: English Vocabulary in Use: Pre-intermediate & Intermediate (with answers)
Authors: Stuart Redman Publisher: Cambridge University Press Year: 1997 ISBN: 0-521-55737-2

Title: Cambridge Learner's Dictionary Publisher: Cambridge University Press Year: 2001
ISBN: 0-521-79955-4

II. ENGLISH CEFR B2.1

Type of Subject

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: English

English teaching, delivered as part of Tecnocampus Mataró-Maresme degrees, is structured in four courses of consecutive levels of study.

A CEFR B1 course, corresponding to Threshold level; a CEFR B2.1 course, corresponding to the first part of Vantage level; a CEFR B2.2 course, corresponding to the second part of Vantage level; a CEFR C1.1 course, corresponding to the first part of Effective Operational Proficiency level; a CEFR C1.2 course, corresponding to the second part of Effective Operational Proficiency level; a CEFR C2.1 course, corresponding to the first part of Mastery level.

To enrol on any of these subjects is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| | |
|---|---|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in English through the practice of the different linguistic skills in an academic and professional context. • To widen and consolidate the fundamental aspects of CEFR level B1 making their use more complex and automatic. • To acquire linguistic knowledge corresponding to CEFR level B2.1 as described in the Common European Framework of Reference for |
|---|---|

| | |
|--|--|
| | <p>Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union.</p> <ul style="list-style-type: none"> • To promote awareness of and respect for the cultures where the language studied is spoken. • Develop techniques and strategies for writing different texts • To manage interactions (oral and written) so as to avoid and solve communication problems, asking for the interlocutor's help if required. • To identify differences in register between spoken and written Language. • To introduce more advanced grammatical structures. • To develop initiative and reinforce the strategies necessary for learning and its responsible use. • To promote awareness of and respect for the cultures where the language studied is spoken. • To reinforce the essential language-learning strategies <p>SPECIFIC OBJECTIVES</p> <p>Reading comprehension</p> <ul style="list-style-type: none"> • To understand the general and specific ideas of selected press articles • To understand simple narrative in its original version • To understand webpages so as to extract information of interest • To distinguish between journalistic and academic texts • To understand advertisements <p>Listening comprehension</p> |
|--|--|

- To understand conversations and interviews between native speakers
- To understand changes in meaning resulting from intonation patterns
- To understand the general idea of an authentic text (short story, news item, video)
- To extract specific information from an advert, news item, explanation...

Written expression

- To produce simple formal, neutral and informal texts (for example to apply for a job) and emails
- To write descriptions: people, objects, places, activities and processes
- To express and argument, an opinion, feelings
- Discourse and other resources
- To write a simple narrative using a variety of verb tenses
- To write a summary of a book or film explaining the plot, giving information on the author and giving an opinion

Spoken expression

- To use intonation to convey changes in meaning
- To participate in discussions and express feelings and opinions
- To maintain a simple conversation in any situation using informal register
- To deliver a short oral presentation
- To develop fluency

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> |

| | |
|--|---|
| | <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
|--|---|

| | |
|---------------------------------------|---|
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |
|---------------------------------------|---|

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | |
|------|--|-----------------------|--|
| | | | Assessed Competencies |
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies |
| | | | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| | | | Tourism: CB4, CT1 |
| | | | Marketing: G5, T1, E12 |
| | | | Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which for part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Use target language to ask for comprehension
- Use bilingual and monolingual dictionaries correctly
- Extract information from a text with or without a dictionary
- Manage interactions (oral and written) to avoid and/or solve communication breakdowns, enlisting the help of interlocutor if needed
- Organize vocabulary systematically
- Predict the content of a text based on headlines, captions, photos, context, sounds, etc.
- Understand the general idea of a text without a dictionary
- Use classroom language automatically

GRAMMATICAL CONTENTS

PHONETICS AND PHONOLOGY

- Revision of level 3
- Auxiliary verbs
- Changing stress in nouns and verbs
- Contractions and elisions
- Pronunciation forms of *be*
- Sentences with all words stressed
- Unstressed words
- Using a dictionary to check word stress
- Vowel sounds

SYNTAX

- Adjective + infinitive
- Adjective and adverb phrases and collocation
- Adjectives followed by prepositions
- Articles
- Causative "*have*" / "*get*"

- Comparatives (*more/less ...*(adj. or noun)... than; equivalence: constructions "*as...as*")
- Conditionals 0, 1, 2, 3 and mixed
- Conditionals as prevention, threat or warning (*until, in case, unless*)
- Conditionals with future meaning (*before, after, as soon as, while*)
- Discourse markers (classification, conclusion, contrast, exemplification, result, sequence)
- Habit in the past (*used to / would**)
- Infinitive of purpose (+ *so that*)
- Intensifiers: adverbs and pronouns (*wherever, whoever, etc.*)
- Modals
- Nouns (countable/uncountable, singular and plural)
- Participles as adjectives to express state or feeling (*-ed / -ing*)
- Passive with two objects (person, thing)
- Perfect infinitive
- Possession
- Prefixes and suffixes
- Prepositions: place, time, movement
- Pronouns: subject, object, possessive, interrogative, reflexive
- Quantifiers
- Question tags
- Relative clauses: defining and non-defining
- Reported speech (questions and affirmations); expansion of reporting verbs; formal questions
- Tenses: present, past, perfect, past perfect, future
- Use of *before, after, during, for*
- Use of *get used to/ be used to*
- Use of *so, either, neither, nor, both*
- Verb patterns ("*make*", "*let*", others; verbs with two possibilities with a change of meaning)
- Verbs which don't take the continuous (verbs of perception, state)
- Verbs with prepositions or adverbs (multi-word verbs)
- Word order in: sentences, negatives, questions

LEXIS

- "False friends" (vocabulary easily confused with other languages)
- Animals and conservation
- Arts: Cinema, books, music, multi-media
- Business

- Crime
- Customs of our own and other cultures
- Education
- Everyday topics
- Fashion
- History and politics
- Houses and decoration
- Humour
- Interpersonal relations and feelings (family, friends, etc.)
- Language and languages
- Men and women
- Money
- Personal experiences and memories
- Politics
- Publicity and advertisements
- Science and technology and means of communication
- Sports
- The environment
- The news
- Tourism (trips, places, personal experiences, etc.)
- Work and the world of work
- Other topics according to personal and group interests

6.- Learning Resources

Compulsory Textbook:

Title: New English File: Intermediate Plus (B2.1) Student's Book Workbook with Key Online Practice. (4th edition). Authors: Clive Oxenden, Christina Latham-Koenig, and Paul Seligson Publisher: Oxford University Press (Paper version ISBN: 9780194058247, Digital version ISBN: 9780190539375)

https://tienda.oupe.es/oxford/English-File-4th-Edition-Intermediate-Plus-%28B2.1%29.-Digital-Student%E2%80%99s-Book-%2B-WorkBook-%2B-Online-Practice./2_8675.action

Recommended Bibliography

Title: English Grammar in Use: Intermediate (with answers) Authors: Raymond Murphy
Publisher: Cambridge University Press Year: 1994 ISBN: 0-521-43680-X

Title: English Vocabulary in Use: Upper-intermediate (with answers) Authors: Michael
McCarthy and Felicity O'Dell Publisher: Cambridge University Press Year: 2001 ISBN:
0-521-66435-7

Title: Cambridge Learner's Dictionary Publisher: Cambridge University Press Year: 2001
ISBN: 0-521-79955-4

Title: Cambridge Learner's Dictionary Publisher: Cambridge University Press Year: 2001
ISBN: 0-521-79955-4

III. ENGLISH CEFR B2.2

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: English

English teaching, delivered as part of Tecnocampus Mataró-Maresme degrees, is structured in four courses of consecutive levels of study.

A CEFR B1 course, corresponding to Threshold level; a CEFR B2.1 course, corresponding to the first part of Vantage level; a CEFR B2.2 course, corresponding to the second part of Vantage level; a CEFR C1.1 course, corresponding to the first part of Effective Operational Proficiency level; a CEFR C1.2 course, corresponding to the second part of Effective Operational Proficiency level; a CEFR C2.1 course, corresponding to the first part of Mastery level.

To enrol on any of these subjects is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| | |
|---|---|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in English through the practice of the different linguistic skills in an academic and professional context. • Widen and consolidate the fundamental aspects of CEFR level B2.1 making their use more complex and automatic. • Acquire linguistic knowledge corresponding to CEFR level B2.2 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. |
|---|---|

- To promote awareness of and respect for the cultures where the language studied is spoken.
- Develop techniques and strategies for writing different narrative and discursive texts
- To develop a personal written style and voice
- To develop a correct use of language according to context
- To manage interactions (oral and written) so as to avoid and solve communication problems, asking for the interlocutor's help if required.
- To identify differences in register between spoken and written Language.
- To introduce more advanced grammatical structures.
- To develop initiative and reinforce the strategies necessary for learning and its responsible use.
- To reinforce the essential language-learning strategies

SPECIFIC OBJECTIVES

Reading comprehension

- To understand the general and specific ideas of selected press articles
- To understand simple narrative in its original version
- To understand webpages so as to extract information of interest
- To distinguish between journalistic and academic texts
- To understand general and specific ideas from academic or complex texts
- To understand general and specific ideas from graded readers or simple books in their original version

Listening comprehension

- To understand conversations and interviews between native speakers
- To understand changes in meaning resulting from intonation patterns
- To extract specific information from an advert, news item, explanation...
- To understand authentic texts

Written expression

- To produce formal, neutral and informal texts
- To write descriptions: people, objects, places, activities and processes
- To write emails
- To express and argument, an opinion, feelings or a complaint using a variety of resources
- Discourse and other resources
- To write a simple narrative using a variety of verb tenses
- To write a summary of a book or film explaining the plot, giving information on the author and giving an opinion

Spoken expression

- To use intonation to convey changes in meaning
- To participate in discussions and express feelings and opinions
- To maintain a simple conversation in any situation using informal register
- To deliver a short oral presentation
- To develop fluency

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> |

| | |
|--|---|
| | <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
|--|---|

| | |
|---------------------------------------|---|
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |
|---------------------------------------|---|

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | Assessed Competencies |
|--------|--|-----------------------|--|
| Weight | Activity | | |
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 Tourism: CB4, CT1 Marketing: G5, T1, E12 Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is distributed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which form part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and

2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Understand the general idea of a text without a dictionary
- Extract information from a text with or without a dictionary
- Use target language to ask for comprehension
- Use bilingual and monolingual dictionaries correctly
- Manage interactions (oral and written) to avoid and/or solve communication breakdowns, enlisting the help of interlocutor if needed
- Organize vocabulary systematically
- Predict the content of a text based on headlines, captions, photos, context, sounds, etc.
- Summarise an authentic text or article
- Use classroom language automatically

GRAMMATICAL CONTENTS

PHONETICS AND PHONOLOGY

- Revision of level 4
- Short words and abbreviated words
- Elision
- Pronouncing punctuation
- Grouping words and rhythmic patterns
- Phatic forms

SYNTAX

- Adjective + preposition
- Adjectives and adverbs: phrases and collocation
- Affixes: derivation

- Articles: advanced issues
- Causative: *have / get* something done
- Use of *as* vs. *like*
- Modes of comparison
 - review of comparatives and superlatives
 - equivalence constructions (*as...as, the...the*)
- Compound infinitives (perfect and passive)
- Conditionals
 - review 0, 1, 2, 3
 - mixed
 - alternatives for expressing desire and hypothesis (*I wish, if only*)
 - expressing prevention, threat, warning (*until, in case, unless, provided that*)
 - inversion
- Discourse markers
- Future in the past
- Habit in the past (*used to; would*)
- Indirect questions: questions tags and embedded questions
- Infinitive vs. *-ing*
- Inversion
- *get used to / be used to*
- Linking devices
- Modals: ability, certainty, obligation
- Nouns: review of count and number
- Participle clauses
- Passive with two objects
- Impersonal passive (It is said that he / He is said to...)
- Possession
- Prepositions: place, time, movement
- Pronouns (review of all forms)
- Purpose clauses
- Relative clauses: defining and non-defining
- Reported speech
 - affirmations
 - yes / no and information questions
 - expansion of reporting verbs
- Tenses: general comparative review

- Time clauses (as soon as, before, after, while, until)
- Verb + Verb collocations
 - *make / let*
 - *needs + -ing*
 - two possibilities with different meanings
- Verbs: separable vs. non-separable phrasal verbs

LEXIS

- “False friends” (easily confused vocabulary)
- The arts
- Current events
- Science and technology
- Customs of our own and other cultures
- Beliefs and philosophies
- Foods and cuisines
- Body and health
- The environment
- The weather: unusual and extreme events
- Sports
- Work and the world of work
- Shopping
- People and relationships
- Languages and language
- Hobbies, pastime activities
- Fashion and trends
- The news
- Politics
- Interpersonal relations and feelings (family, friends, acquaintances)
- Tourism
- Personal experiences and memories
- Education and learning
- Homes and living conditions
- Crime
- Transport
- Phrasal verbs

- Verbs as nouns
- Stative verbs and verbs of perception
- Other topics according to the interests of the group and teacher

6.- Learning Resources

Compulsory Textbook:

Title: Ready for B2 First Student's book + key ePack 4th Ed. Publisher: Macmillan
(Paper version + digital SBN: 9781380052285)

Title: Ready for B2 First Workbook + key ePack 4th Ed. Publisher: Macmillan
(Paper version + digital SBN: 9781380052315)

Title: Ready for B2 First Student's book & Workbook 4th Ed. Publisher: Macmillan

(Versió digital: ISBN 9781380069269)

<https://tienda.macmillan.es/>

Recommended Bibliography

Title: First Certificate Language Practice (with key) Authors: Michael Vince Publisher: Macmillan Year: 1996 ISBN: 0-435-28166-6

Title: Cambridge Learner's Dictionary Publisher: Cambridge University Press Year: 2001 ISBN: 0-521-79955-4

IV. ENGLISH CEFR C1.1

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: English

English teaching, delivered as part of Tecnocampus Mataró-Maresme degrees, is structured in four courses of consecutive levels of study.

A CEFR B1 course, corresponding to Threshold level; a CEFR B2.1 course, corresponding to the first part of Vantage level; a CEFR B2.2 course, corresponding to the second part of Vantage level; a CEFR C1.1 course, corresponding to the first part of Effective Operational Proficiency level; a CEFR C1.2 course, corresponding to the second part of Effective Operational Proficiency level; a CEFR C2.1 course, corresponding to the first part of Mastery level.

To enrol on any of these subjects is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| | |
|---|--|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in English through the practice of the different linguistic skills in an academic and professional context. • To widen and consolidate the fundamental aspects of CEFR level B2.2 making their use more complex and automatic. • Acquire linguistic knowledge corresponding to CEFR level C1.1 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. |
|---|--|

- To promote awareness of and respect for the cultures where the language studied is spoken.
- To develop an appropriate use of language according to the context: Colloquial (phrasal verbs), informal contexts, advanced structures for formal contexts
- To develop and appreciation of the cultural differences of the English-speaking world
- To develop a personal written style and voice
- To develop reading strategies for academic texts
- To develop more advanced writing strategies
To produce advanced grammatical structures

SPECIFIC OBJECTIVES

Reading comprehension

- To understand general and specific ideas from articles in the press
- To be able to differentiate registers
- To read fiction and non-fiction in its original version
- To understand general and specific ideas from scientific and general interest articles
- To understand general and specific ideas from webpages
- To understand general and specific ideas from informal reports

Listening comprehension

- To extract specific information in any context, including academic
- To recognise differences in meaning as a result of intonation, vocabulary or structures
- To understand authentic texts taken from any source

- To understand conversations and interviews between native speakers
- To understand different accents

Written expression

- To produce academic assignments and reports
- To describe people, places, objects, activities and processes in detail
- To produce emails
- To express arguments, opinions, complaints, feelings, using a wide variety of resources
- To write informal, neutral and formal texts for a variety of purposes
- To produce narrative using a wide range of tenses and conventions
- To take notes in an academic context
- To write summaries of academic articles
- To summarise a book or film analysing themes and giving personal opinions

Spoken expression

- To maintain a conversation in any situation
- To insinuate different meanings using intonation, vocabulary and linguistic structures
- To participate in conversation and express ideas, opinions and feelings
- Use multi-word verbs in conversation
- Give an oral presentation as if participating in an international conference

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> |

| | |
|---------------------------------------|---|
| | <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | Assessed Competencies |
|--------|--|-----------------------|--|
| Weight | Activity | | |
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 Tourism: CB4, CT1 Marketing: G5, T1, E12 Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which for part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Understand the general idea of a text without a dictionary
- Extract information from a text with or without a dictionary
- Use target language to ask for comprehension
- Use bilingual and monolingual dictionaries correctly
- Manage interactions (oral and written) to avoid and/or solve communication breakdowns, enlisting the help of interlocutor if needed
- Organize vocabulary systematically
- Predict the content of a text based on headlines, captions, photos, context, sounds, etc.
- Summarise an authentic text or article
- Use classroom language automatically

GRAMMATICAL CONTENTS

PHONETICS AND PHONOLOGY

- Revision of level 5
- Making extended statements
- Accentuation, emphasis and stress
- Tone: asking for information, checking information
- Tone: showing agreement and disagreement

SYNTAX

- Adjectives and adverbs: phrases, collocation and order
- Affixes: derivation
- Articles: advanced issues
- *as* v. *like*
- Causative *have / get* something done
- Modes of comparison
 - review of comparatives and superlatives
 - equivalence constructions (*as... as; the...the*)
- Compound infinitives (perfect and passive)

- Conditionals
 - review of 0, 1, 2, 3
 - mixed
 - expressing desire and hypothesis (*I wish, if only*)
 - expressing prevention, threat, warning (*until, in case, unless*)
 - special uses: (*If...will..., + will...*)
 - inverted
- Discourse markers
- Emphatic structures: cleft sentences and auxiliaries
- Habit in the past to express nostalgia, annoyance, habit (*used to; would; use of -ing*)
- Intensifiers: various syntactic devices plus adverbs and pronouns (e.g. *wherever, whoever*)
- Inversion
 - after negative adverbials
 - after *so, such, neither / nor*
- Infinitive vs. *-ing*: after adjectives and nouns
- Linking devices
- Modals (review of all forms)
- Nouns
 - review of count and number
 - derivation from simple or compound verbs
- Participles: as adjectives, as nouns, as phrases
- Future in the past
- Passive with two objects
- Impersonal passive (*It is said that he / He is said to...*)
- Past in the future
- Possession
- Prepositions
- Pronouns (review of all forms)
- Purpose clauses
- Quantifiers (review of all forms)
- Questions tags
- Relative clauses
 - defining, non-defining and coordinating
 - relative pronouns collocating with relative pronouns
- Reported speech

- affirmations
- yes / no and information questions
- expansion of reporting verbs
- Subjunctive
- Unreal past: (It's time you [+ past]; I'd rather you didn't...)
- Verb + Verb collocations
 - *make / let*
 - *needs + -ing*
 - two possibilities with different meanings

Lexis

- “False friends” (easily confused vocabulary)
- Academic content areas as relevant to area of studies
- Arts: Cinema, books, music, multi-media
- Cyberspace
- Science and technology
- Story telling
- Customs of our own and other cultures
- Beliefs, philosophies and other abstract concepts
- Food and taste
- Education and learning
- The environment
- The weather: unusual and extreme events
- Work and the world of work
- Wishes and regrets
- Sports
- Ethics
- Achievements
- Personal experiences and memories
- People
- Humour
- Law, order and crime
- Fashion
- City life
- The news
- Language and languages

- Fashion(s) and trends
- Politics
- Psychology and the human mind
- Interpersonal relations and feelings
- Tourism
- Phrasal verbs
- Verbs as nouns
- Stative verbs and verbs of perception
- Other topics according to the interests of the group and teacher

6.- Learning Resources

Compulsory Textbook:

Title: Keynote advanced student's book. Editorial: National geographic learning

(Paper version: ISBN 9781305399150)

Title: Keynote advanced student's book. Editorial: National geographic learning

(Digital version: ISBN 9781305880221

<https://www.cengagebrain.co.uk/shop/isbn/9781305880221>

Recommended Bibliography

Title: Advanced Grammar in Use (2nd edition, with answers and CD-ROM) Authors: Martin Hewings Publisher: Cambridge University Press Year: 2001 ISBN: 0-521-61403-1

Title: Grammar and Vocabulary for Cambridge Advanced and Proficiency (with key) Authors: Richard Side and Guy Wellman Publisher: Longman Year: 1999 ISBN: 0-582-41963-8

Title: Advanced Language Practice (with key) Authors: Michael Vince Publisher: Macmillan Year: 1994 ISBN: 0-435-24124-9

Title: Cambridge Advanced Learner's Dictionary Publisher: Cambridge University Press Year: 2003 ISBN: 0-521-53106-3

Title: Oxford Advanced Learner's Dictionary Publisher: Oxford University Press Year: 2005 ISBN: 0-194-31649-1

V. ENGLISH CEFR C1.2

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: English

English teaching, delivered as part of Tecnocampus Mataró-Maresme degrees, is structured in four courses of consecutive levels of study.

A CEFR B1 course, corresponding to Threshold level; a CEFR B2.1 course, corresponding to the first part of Vantage level; a CEFR B2.2 course, corresponding to the second part of Vantage level; a CEFR C1.1 course, corresponding to the first part of Effective Operational Proficiency level; a CEFR C1.2 course, corresponding to the second part of Effective Operational Proficiency level; a CEFR C2.1 course, corresponding to the first part of Mastery level.

To enrol on any of these subjects is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| | |
|---|---|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in English through the practice of the different linguistic skills in an academic and professional context. • Widen and consolidate the fundamental aspects of CEFR level C1.1 making their use more complex and automatic. • Acquire linguistic knowledge corresponding to CEFR level C1.2 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. |
|---|---|

- To promote awareness of and respect for the cultures where the language studied is spoken.
- To acquire a very advanced linguistic level and a full understanding of register
- To develop a wide knowledge of cultural differences in the English-speaking world
- To develop the capacity to write at university level: using nuances, note-taking, summarising etc.
- To develop strategies and techniques to be able to extract all relevant information from an academic text
- To know how to use highly colloquial and idiomatic expressions
- To reinforce independent-learning strategies

SPECIFIC OBJECTIVES

Reading comprehension

- To understand authentic texts
- To understand literary texts
- To have the tools to understand university-level texts
- To understand scientific texts
- To fully understand webpages

Listening comprehension

- To extract specific information in any context, including academic
- To recognise differences in meaning as a result of intonation, vocabulary or structures
- To understand authentic texts taken from any source

- To understand conversations and interviews between native speakers
- To understand different accents

Written expression

- Academic reports
- Descriptive texts
- Discursive texts
- Narrative texts
- Formal writing
- Academic notetaking
- Academic summaries
- Film or book critiques

Spoken expression

- To deliver formal presentations
- To maintain a conversation in any situation
- To use intonation, lexis and linguistic structures to show finer shades of meaning
- To control a wide range of conversation strategies at a high level
- To use appropriate vocabulary in any context

2.- Competencies

| | |
|--------------------------------|---|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
|--------------------------------|---|

| | |
|----------------------------------|--|
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
|----------------------------------|--|

| | |
|-------------------------------------|---|
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
|-------------------------------------|---|

| | |
|-----------------------------------|---|
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> |
|-----------------------------------|---|

| | |
|---------------------------------------|---|
| | <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

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In-Class:

- Theoretical and practical explanations given by the teacher.
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- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

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- Online self-correcting activities (Moodle).
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4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | Assessed Competencies |
|--------|--|-----------------------|--|
| Weight | Activity | | |
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 Tourism: CB4, CT1 Marketing: G5, T1, E12 Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
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- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
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The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

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As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

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The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Understand the general idea of a text without a dictionary
- Extract information from a text with or without a dictionary
- Use target language to ask for comprehension
- Use bilingual and monolingual dictionaries correctly
- Manage interactions (oral and written) to avoid and/or solve communication breakdowns, enlisting the help of interlocutor if needed
- Organize vocabulary systematically
- Predict the content of a text based on headlines, captions, photos, context, sounds, etc.
- Summarise an authentic text or article
- Use classroom language automatically

GRAMMATICAL CONTENTS

PHONETICS AND PHONOLOGY

- Tonal variation
- Specific phonological exercises Spanish / Catalan speakers
- Glossary of sentence stresses

SYNTAX

- Adjectives and infinitives
- Adjectives: absolute and degree
- Adjectives and adverbs: phrases, collocation and order
- Adverbials
- Affixes: derivation
- Articles
- (to) *be to* + infinitive
- Causatives
- Modes of comparison
 - Review of comparatives and superlatives
 - Equivalence constructions: *as... as*; *the...the*
- Compound infinitives (perfect and passive)

- Compound nouns
- Conditionals
 - review of 0, 1, 2, 3
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 - expressing desire and hypothesis: *I wish, if only*
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- Intensifiers: various syntactic devices plus adverbs and pronouns (e.g. *whoever, wherever*)
- Inversion
- Modals (review of all forms)
- Passive
 - review of formation in various tenses and aspects
 - impersonal (*It is said / believed...*)
 - ditransitive (e.g. *give*)
- Participles: as adjectives, as nouns, as phrases
- Participles with adverbial meaning
- Possession
- Prepositions
- Pronouns (review of all forms)
- Purpose clauses
- Quantifiers (review of all forms)
- Questions tags
- Relative clauses
 - defining, non-defining, coordinating and embedded
 - prepositions
 - pronouns
 - reduction
- Reported speech
 - time-shift in clauses
 - yes / no questions vs. information questions
 - *that*

- passive
 - imperatives
 - modals
 - reporting verbs
- Sentence linkers
- Time clauses (*before, after, as soon as, while*)
- Unreal past (*It's time you [+ past]; I'd rather you didn't ...*)
- Use of *get used to / be used to*
- Subjunctive
- Verb + verb collocations
 - *make vs. let*
 - *needs + -ing* form
 - infinitive vs. *-ing* form
 - two possibilities with different meanings (gerund vs. infinitive)
- Verbs with or without *to*
- Verbs: separable vs. non-separable phrasal verbs

LEXIS

- Changes
- Smell
- Collocations
- Jargons and slang
- Body and body idioms
- Time
- Relationships
- Intelligence and ability
- Sleep
- Risk
- Health
- Personal experiences and memories
- Describing an adventure
- Anger
- Education and learning
- Describing houses and rooms
- Noise and sound

- Sight
- Education
- Work
- Attitudes
- Eating and drinking
- Deception
- Money
- Transitive and intransitive verbs
- Phrasal verbs
- Other topics according to the interests of the group and teacher

6.- Learning Resources

Compulsory Textbook:

Title: Speak Out Advanced plus 2nd edition students' book and dvd-rom pack.
Publisher: Pearson Alhambra Year: 2018. ISBN: 9781292241500

Title: Speak Out 2nd edition advanced plus students ebook. Publisher: Pearson Alhambra. Versió digital: ISBN 9781292212128

<https://www.pearsoneducacion.net/espa%C3%B1a/TiendaOnline/speakout-advanced-plus-2nd-edition-etext-studentonline-access-code>

VI. ENGLISH CEFR C2.1

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: English

English teaching, delivered as part of Tecnocampus Mataró-Maresme degrees, is structured in four courses of consecutive levels of study.

A CEFR B1 course, corresponding to Threshold level; a CEFR B2.1 course, corresponding to the first part of Vantage level; a CEFR B2.2 course, corresponding to the second part of Vantage level; a CEFR C1.1 course, corresponding to the first part of Effective Operational Proficiency level; a CEFR C1.2 course, corresponding to the second part of Effective Operational Proficiency level; a CEFR C2.1 course, corresponding to the first part of Mastery level.

To enrol on any of these subjects is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| | |
|---|---|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in English through the practice of the different linguistic skills in an academic and professional context. • Widen and consolidate the fundamental aspects of CEFR level C1.1 making their use more complex and automatic. • Acquire linguistic knowledge corresponding to CEFR level C1.2 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. |
|---|---|

- To promote awareness of and respect for the cultures where the language studied is spoken.
- To acquire a very advanced linguistic level and a full understanding of register
- To develop a wide knowledge of cultural differences in the English-speaking world
- To develop the capacity to write at university level: using nuances, note-taking, summarising etc.
- To develop strategies and techniques to be able to extract all relevant information from an academic text
- To know how to use highly colloquial and idiomatic expressions
- To reinforce independent-learning strategies

SPECIFIC OBJECTIVES

Reading comprehension

- To understand authentic texts
- To understand literary texts
- To have the tools to understand university-level texts
- To understand scientific texts
- To fully understand webpages

Listening comprehension

- To extract specific information in any context, including academic
- To recognise differences in meaning as a result of intonation, vocabulary or structures
- To understand authentic texts taken from any source

| | |
|--|---|
| | <ul style="list-style-type: none"> • To understand conversations and interviews between native speakers • To understand different accents <p>Written expression</p> <ul style="list-style-type: none"> • Academic reports • Descriptive texts • Discursive texts • Narrative texts • Formal writing • Academic notetaking • Academic summaries • Film or book critiques <p>Spoken expression</p> <ul style="list-style-type: none"> • To deliver formal presentations • To maintain a conversation in any situation • To use intonation, lexis and linguistic structures to show finer shades of meaning • To control a wide range of conversation strategies at a high level • To use appropriate vocabulary in any context |
|--|---|

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> |

| | |
|--|---|
| | <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
|--|---|

| | |
|---------------------------------------|---|
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |
|---------------------------------------|---|

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | |
|------|--|-----------------------|--|
| | | | Assessed Competencies |
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies |
| | | | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| | | | Tourism: CB4, CT1 |
| | | | Marketing: G5, T1, E12 |
| | | | Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which for part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Understand the general idea of a text without a dictionary
- Extract information from a text with or without a dictionary
- Use target language to ask for comprehension
- Use bilingual and monolingual dictionaries correctly
- Manage interactions (oral and written) to avoid and/or solve communication breakdowns, enlisting the help of interlocutor if needed
- Organize vocabulary systematically
- Predict the content of a text based on headlines, captions, photos, context, sounds, etc.
- Summarise an authentic text or article
- Use classroom language automatically

GRAMMATICAL CONTENTS

PHONETICS AND PHONOLOGY

- Tonal variation
- Specific phonological exercises Spanish / Catalan speakers
- Glossary of sentence stresses

SYNTAX

- Definite and indefinite time
- Expressions with statistics
- Future forms
- Expressions of certainty
- Stative and dynamic verbs
- Emphatic structures
- Past forms
- Inversion with adverbial phrases
- Passive forms
- Nominalization in passive sentences
- Causatives
- Expressions with *go* and *get*
- Comparative forms
- Expressing preferences
- Modal verbs
- Expressions with modal verbs
- Gradability
- Collocations with intensifying adverbs
- Verb and adjective patterns

- Conditionals
- Conditional conjunctions
- Adverbs and word order
- Adverbial phrases

LEXIS

- Changes
- Smell
- Collocations
- Jargons and slang
- Body and body idioms
- Time
- Relationships
- Intelligence and ability
- Sleep
- Risk
- Health
- Personal experiences and memories
- Describing an adventure
- Anger
- Education and learning
- Describing houses and rooms
- Noise and sound
- Sight
- Education
- Work
- Attitudes
- Eating and drinking
- Deception
- Money
- Transitive and intransitive verbs
- Phrasal verbs
- Other topics according to the interests of the group and teacher

6.- Learning Resources

Compulsory Textbook:

Title: Keynote Proficient Student's Book. Editorial: National geographic learning
(Paper Version: ISBN: 9781305399181)

Title: Keynote Proficient Student's Book. Workbook. Editorial: National geographic learning.
(Digital Version: ISBN 9781305880238)

<https://www.cengagebrain.co.uk/shop/isbn/9781305880238>

VII. FRENCH CEFR A1

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: French

1.- Objectives

| | |
|---|---|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES:</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in French through the practice of the different linguistic skills in an academic and professional context. • To acquire linguistic knowledge corresponding to CEFR level A1 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. • To promote awareness of and respect for the cultures where the language studied is spoken. • Introduce learning and communication techniques and strategies • Introduce basic verb tense system and structures • Introduce systems for learning vocabulary • Introduce language and techniques to facilitate communication • Introduce basic writing techniques |
|---|---|

| | |
|--|---|
| | <p>SPECIFIC OBJECTIVES</p> <p>Reading comprehension</p> <ul style="list-style-type: none"> • To understand the general and specific ideas of texts relating to day-to-day communication • To know how to predict the content of a text using non-linguistic resources • To understand simple authentic or simplified texts (press adverts, posters, instructions etc.) <p>Listening comprehension</p> <ul style="list-style-type: none"> • To understand general and specific information in French relating to familiar communicative situations • To extract specific information from simple, familiar spoken texts (explanations, instructions etc.) <p>Written expression</p> <ul style="list-style-type: none"> • To produce simple written texts in the form of postcards, letters etc., and simple descriptions of people and places <p>Spoken expression</p> <ul style="list-style-type: none"> • To be able to participate in a simple conversation in French |
|--|---|

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> |

| | |
|---------------------------------------|---|
| | <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities.
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | Assessed Competencies |
|------|--|-----------------------|--|
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 Tourism: CB4, CT1 Marketing: G5, T1, E12 Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which form part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Saying hello and goodbye and thanking
- Apologising
- Asking for help
- Introducing oneself and other people
- Asking for a giving information on a person or object
- Asking for and giving information in shops and restaurants
- Giving an address, describing accommodation
- Giving directions
- Telling the time and talking about past events
- Expressing intentions and future plans
- Understanding and giving advice and orders
- Talking about likes and dislikes
- Giving, accepting and rejecting invitations

GRAMMATICAL CONTENTS

PHONETICS AND PHONOLOGY

- The French vowel and consonant system
- Phoneme and grapheme correspondence
- *Liaison*
- Main intonation patterns

SYNTAX

- Noun and adjective morphology
- Definite and indefinite articles (un, une, des, le, la, les) and their contractions with the prepositions *à* i *de* (*au, aux, du, des*)

- Partitive articles (*du, de la*)
- Possessive adjectives (*mon, ma, mes...*)
- Demonstrative adjectives (*ce, cet, cette, ces*)
- Simple interrogative sentences (intonation, *est-ce que*, inversion)
- Interrogative forms with *où, quand, pourquoi, comment, qui, qu'est-ce que, combien, quel*
- Negation: *ne... pas, ne... plus, ne... rien, ne... jamais*
- Verb morphology: infinitive, present, imperative, future, *passé composé*
- Verbal periphrasis: *venir de* + infinitive, *être en train de* + infinitive, *aller* + infinitive
- Pronominal verbs
- Conditional for politeness (*je voudrais...*)
- Personal subject pronouns, direct and indirect object pronouns, disjunctive pronouns, the pronouns *en* i *y*
- Prepositions and adverbs of place
- Prepositions and adverbs of time
- Prepositions and adverbs of frequency
- Expression of quantity
- Comparatives

LEXIS

- Classroom language
- Personal identification
- Nationalities
- Professions
- Numbers
- Family
- Physical and character descriptions
- Clothing

- Colours
- House and home
- The city and shops
- Transport
- Daily activities and leisure
- The time
- Food and drink
- Climate
- Other topics according to the interests of the group

6.- Learning Resources

Compulsory Textbook

- Véronique M Kizirian, Emmanuelle Daill, Annie Berthet, Catherine Hugot, Monique Waendendries, **ALTER EGO A1 +** Paris, HACHETTE

Recommended Bibliography

- A. Dubois et B. Tauzin, **NOUVEAU OBJECTIF EXPRESS 1. Le monde professionnel en français.** Livre de l'élève. Paris, HACHETTE
- A. Dubois et B. Tauzin, **NOUVEAU OBJECTIF EXPRESS 1. Le monde professionnel en français.** Cahier d'activités. Paris, HACHETTE
- E. Daill, **SECRÉTARIAT.COM.** CLE International
- A. Laygues et A. Coll, **LE FRANÇAIS EN CONTEXTE. TOURISME. A1+.** MAISON DES LANGUES
- M. Grégoire et O. Thievenaz, **GRAMMAIRE PROGRESSIVE DU FRANÇAIS: 600 Exercices - Intermédiaire.** Paris, CLE INTERNATIONAL

VIII. FRENCH CEFR A2

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: French

To enrol on this subject is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| | |
|---|---|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in French through the practice of the different linguistic skills in an academic and professional context. • To widen and consolidate the fundamental aspects of CEFR level A1 making their use more complex and automatic. • To acquire linguistic knowledge corresponding to CEFR level A2 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. • To promote awareness of and respect for the cultures where the language studied is spoken. • To widen knowledge of basic structures and the verb system • To introduce and develop strategies for learning vocabulary |
|---|---|

- To widen knowledge of language and techniques for resolving communication problems
- To facilitate writing techniques

SPECIFIC OBJECTIVES

Reading comprehension

- To understand simple and modified texts
- To understand the general idea of a text without a dictionary
- To extract specific information (with or without a dictionary)

Listening comprehension

- To understand simple conversations
- To understand general and specific information from simple spoken texts

Written expression

- To write simple texts about people, places, activities and events
- To write simple cards and letters

Spoken expression

- To ask for and give information
To maintain a simple conversation

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> |

| | |
|--|---|
| | <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
|--|---|

| | |
|---------------------------------------|---|
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |
|---------------------------------------|---|

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities.
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities.
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material.
- Group work, projects and presentations.

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities.
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | |
|------|--|-----------------------|--|
| | | | Assessed Competencies |
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies |
| | | | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| | | | Tourism: CB4, CT1 |
| | | | Marketing: G5, T1, E12 |
| | | | Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which for part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Introduce yourself and other people, describe people
- Describe physical and emotional states
- Ask for help when you don't understand, resolve spoken and written communication problems.
- Talk about time
- Talk about events in the near and distant past
- Express intentions, wishes and future projects
- Formulate hypotheses and suggestions
- Express your own opinions and those of other people
- Express certainty and doubt
- Express need and obligation, give orders and advice
- Express feelings
- Compare people and objects

GRAMMATICAL CONTENTS

- Develop and consolidate level 1 grammar
- Direct and indirect personal object pronouns and combinations of pronouns
- Demonstrative pronouns (*celui-ci, celui de, celui qui...*)
- Relative pronouns (*qui, que, où, dont*)
- Comparatives and superlatives
- Question forms
- Form and uses of past tenses
- Past participle agreement
- Simple future
- Time indicators
- Verbs of opinions and feeling
- Expressing need and obligation (*devoir, il faut que, il faut + inf.*)
- Present subjunctive
- Present conditional
- Expressing hypothesis (*si + présent, si + imparfait*)

- Indirect speech
- Expression of cause, consequence, finality and opposition

LEXIS

- The family environment
- School and training
- Accommodation and the city environment
- The world of work
- Health and sport
- Feelings, moods and emotional states
- Media
- Other areas according to the interests of the group

6.- Learning Resources

Compulsory Textbook

- Alacaraz, Braud, Calvez, **EDITO A2** EDITIONS DIDIER

Recommended Bibliography

- A. Dubois et B. Tauzin, **NOUVEAU OBJECTIF EXPRESS 1. Le monde professionnel en français**. Livre de l'élève. Paris, HACHETTE
- A. Dubois et B. Tauzin, **NOUVEAU OBJECTIF EXPRESS 1. Le monde professionnel en français**. Cahier d'activités. Paris, HACHETTE
- E. Daill, **SECRÉTARIAT.COM**. CLE International
- A. Laygues et A. Coll, **LE FRANÇAIS EN CONTEXTE. TOURISME. A1+**. MAISON DES LANGUES
- M. Grégoire et O. Thievenaz, **GRAMMAIRE PROGRESSIVE DU FRANÇAIS: 600 Exercices - Intermédiaire**. Paris, CLE INTERNATIONAL

VIII. FRENCH CEFR B1

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: French

To enrol on this subject is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| | |
|---|---|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in French through the practice of the different linguistic skills in an academic and professional context. • To widen and consolidate the fundamental aspects of CEFR level A2 making their use more complex and automatic. • To acquire linguistic knowledge corresponding to CEFR level B1 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. • To promote awareness of and respect for the cultures where the language studied is spoken. • To develop the techniques and strategies necessary to be able to write a well-structured, coherent and logical text • To develop self-correction techniques. |
|---|---|

- To express themselves with greater confidence and fluency.
- To manage interactions (oral and written) so as to avoid and solve communication problems, asking for the interlocutor's help if required.
- To identify differences in register between spoken and written Language.
- To introduce more advanced grammatical structures.
- To develop initiative and reinforce the strategies necessary for learning and its responsible use.

SPECIFIC OBJECTIVES

Reading Comprehension

- To understand general and specific ideas from selected press articles.
- To understand simple narrative in its original version.
- To understand Internet pages in order to extract information of interest.
- To be able to distinguish between narrative, journalistic and academic registers,.
- To understand advertisements

Listening Comprehension

- To understand simple conversations and interviews.
- To understand the gist of a short authentic text: story, news item
- To extract specific information from an advertisement, news item, explanation, conversation...
- To distinguish principal intonation patterns.

Written Expression

- To write informal and neutral texts (for example; to request information or to express feelings)
- To write simple descriptions of people, objects, places, activities and processes
- To write email messages.
- To express an argument, opinion, reaction or feeling.
- To write simple narrative using different verb tenses.
- To write a simple summary of a book or film.

Oral Expression

- To hold a simple conversation in any informal situation.
- To participate in discussions and express opinions, feelings, reactions etc.
- To deliver a simple oral presentation.
- To develop discourse management techniques

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> |

| | |
|---------------------------------------|---|
| | <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | |
|------|--|-----------------------|--|
| | | | Assessed Competencies |
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies |
| | | | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| | | | Tourism: CB4, CT1 |
| | | | Marketing: G5, T1, E12 |
| | | | Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which form part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Talking about yourself and other people
- Referring to time and space
- Asking for and giving information on objects and people
- Understanding and giving orders; prohibiting
- Understanding and making suggestions; giving advice
- Expressing your opinion and that of other people
- Identifying and expressing feelings and intentions
- Giving oral and written arguments: expressing cause, effect, objective, condition, hypothesis, opposition and concession
- Planning an argument
- Participating in a discussion and debate
- Employing strategies to solve written and spoken communication problems
- Distinguishing between different registers in spoken and written French

GRAMMATICAL CONTENTS

- Possessive pronouns
- Adverb position
- Past tenses
- Indirect speech in the present and past
- Future time
- The subjunctive for expressing opinion and feelings
- Present and past conditionals
- Hypothesis
- Passive structures
- Gerunds and present participles
- Prepositions of place, time and movement
- Order of object pronouns
- Time markers
- Simple relative pronouns (qui, que, où, dont)
- Compound relative pronouns (lequel, auquel, duquel)
- Discourse markers: Cause, effect, finality, concession, opposition
- Linking devices (classification, contrast, illustration, sequence)

LEXIS

- Cinema, books, music, multimedia
- Customs and traditions
- The environment
- The world of work

- Fashion, the body, sports
- The media
- Interpersonal relationships
- Travel
- Personal memories and experiences

6.- Learning Resources

Compulsory Textbook

- **DÉFI 3** MAISON DES LANGUES

Recommended Bibliography

- A. Dubois et B. Tauzin, **NOUVEAU OBJECTIF EXPRESS 2. Le monde professionnel en français**. Livre de l'élève. Paris, HACHETTE
- A. Dubois et B. Tauzin, **NOUVEAU OBJECTIF EXPRESS 2. Le monde professionnel en français**. Cahier d'activités. Paris, HACHETTE
- E. Daill, **SECRÉTARIAT.COM**. CLE International
- A. Laygues et A. Coll, **LE FRANÇAIS EN CONTEXTE. TOURISME. A2-B1**. MAISON DES LANGUES
- M. Grégoire et O. Thievenaz, **GRAMMAIRE PROGRESSIVE DU FRANÇAIS: 600 Exercices - Intermédiaire**. Paris, CLE INTERNATIONAL

IX. ITALIAN CEFR A1/A2

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: Italian

1.- Objectives

| | |
|---|--|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES:</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in French through the practice of the different linguistic skills in an academic and professional context. • To acquire linguistic knowledge corresponding to CEFR level A1 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. • To introduce and develop communication and learning techniques and strategies • To introduce learning and communication techniques and strategies • To introduce basic verb tense system and structures • To introduce systems for learning vocabulary • To introduce language and techniques to facilitate communication • To introduce basic writing techniques • To raise awareness of Italian culture |
|---|--|

| | |
|--|---|
| | <p>SPECIFIC OBJECTIVES</p> <p>Reading comprehension</p> <ul style="list-style-type: none"> • To understand the general idea of a simple text without a dictionary • To extract specific information from a simple text without a dictionary • To use headings and context to understand a text <p>The texts may be authentic or adapted: advertisements, tourist information, letters, newspaper articles, menus...</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> • To understand the general idea of a simple text without a dictionary • To extract specific information from a simple text without a dictionary • To use context, sounds etc. to understand a text <p>The texts may be conversations, interviews, announcements, weather forecasts.</p> <p>Written expression</p> <ul style="list-style-type: none"> • To write simple texts such as letters or postcards, informal descriptions of people and places. • To write about yourself in the present, past and future • To write about activities <p>Spoken expression</p> <ul style="list-style-type: none"> • To ask for and give information about yourself • To participate actively in basic conversations |
|--|---|

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> |

| | |
|--|---|
| | <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
|--|---|

| | |
|---------------------------------------|---|
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |
|---------------------------------------|---|

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | Assessed Competencies |
|------|--|-----------------------|---|
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies |
| | | | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| | | | Tourism: CB4, CT1 |
| | | | Marketing: G5, T1, E12 |
| | | | Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which form part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Saying hello and goodbye
- Introduce yourself and other people
- Ask to speak with someone
- Say thanks and give a complement
- Accept and reject invitations
- Apologise and accept apologies
- Congratulate and respond to congratulations
- Give a toast, express sympathy
- Identify yourself and ask for identification
- Ask for and give information on people, timetables, dates and places
- Ask who and say who something belongs to
- Describe people, physical and emotional states, feelings, processes, changes, systems
- Make predictions
- Give announcements
- Remind someone to do something
- Make hypotheses about people and events
- Make proposals
- Narrate a past event
- Compare the present and the past
- Show interest
- Talk about likes and dislikes
- Express agreement and disagreement
- Ask for and give opinions
- Make comparisons
- Express doubt
- Express feelings
- Ask about intentions
- Ask for and give instructions
- Make arrangements
- Give advice
- Ask someone to do something
- Ask for and offer help
- Manage telephone conversations
- Understand the conventions of basic written communication
- Ask for something to be repeated or translated
- Check understanding

GRAMMATICAL CONTENTS

- Vocalic phonemes
- Consonant phonemes
- Double consonants
- Consonant clusters
- Italian phonemes which do not exist in Catalan and Spanish or which function differently
- Rhythm and intonation of declarative, interrogative and exclamative sentences
- The Italian phonological system
- Grapheme – phoneme correspondence
- General orthographic rules
- Gender and number of nouns
- Agreement
- Invariable nouns
- Main suffixes
- Definite and indefinite articles
- Partitive articles
- Gender and number of adjectives
- Adjective agreement
- Demonstrative adjectives
- Possessive adjectives
- Numbers
- Subject pronouns
- Position of pronouns
- Relative and interrogative pronouns
- Reflexive pronouns
- Simple and compound prepositions (location, time, direction, origin..)
- Coordinating and subordinating conjunctions
- Present, future and past tenses
- Affirmative, negative and interrogative verb forms
- Common irregular verbs
- Regular and common irregular imperative forms
- Regular and common irregular subjunctive forms
- Regular and common irregular conditional forms
- The passive voice (form and agreement)
- Auxiliary verbs Essere/Avere
- Impersonal verb constructions *bisogna, si deve, è necessario, ci vuole*
- Regular and irregular past participles
- The use of *stare*
- Common adverbs of time, place, intensity, frequency
- Suffixes for forming adverbs

LEXIS

- The alphabet
- Colours
- Numbers
- Personal identification
- Family
- Professions
- Daily routine
- The time
- Immediate surroundings
- Social relationships
- The weather
- Food and drink
- House and home
- Shopping
- Directions
- Health
- Free time
- Travel
- Common idiomatic expressions
- Synonyms and antonyms
- Foreign words

CULTURAL CONTENTS

- The Italian linguistic community
- Daily life (timetables, meals, holidays and celebrations, society and politics)
- Italian artistic and literary heritage
- Social conventions

6.- Learning Resources

Textbooks

- L. Ziglio e G. Rizzo, **Nuovo ESPRESSO 1 / Nuovo Espresso 2** (Llibre de l'alumne i exercicis) Firenze, ALMA EDIZIONI

NUOVO Espresso presenta un enfoque comunicativo siguiendo los descriptores del MCER. Incluye el libro del alumno y una serie de ejercicios complementarios por cada unidad, un **CD audio** con los diálogos de cada unidad y un **video** para las secciones cultural y gramatical.

- **DOSSIERS 1 i 2**, Primo trimestre, Secondo trimestre, Terzo trimestre (materiale del professore)

Complementary Material

- G. Pelizza e M. Mezzadri, **L'ITALIANO IN AZIENDA** Perugia, GUERRA EDIZIONI
- L. Chiappini e N. De Filippo, **UN GIORNO IN ITALIA** Roma, BONACCI EDITORE
- M. La Grassa, **L'ITALIANO ALL'UNIVERSITÀ 1 i 2** Atene, EDI LINGUA

Reference Material

- Diccionari bilingüe. Laura Tam **DIZIONARIO ESPA-ITA-SPA**, Milano, EDITORE U. HOEPLI
- Diccionari **CATALÀ-ITALIÀ/ITALIÀ-CATALÀ**, Enciclopedia Catalana
- Latino-Muscolino, **Una grammatica italiana per tutti**, Roma, Edizioni Edilingua. Liv. A1-A2
- S. Nocchi, **Grammatica pratica della lingua italiana**, Firenze, Alma Edizioni. Livelli A1-B2

Readings:

- Dov'è Yukio ?**, Ed. Alma;
- Modelle, pistole e mozzarelle**, Ed. Alma;
- Mafia, amore e polizia**, Ed. Alma

X. GERMAN CEFR A1

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: German

1.- Objectives

| | |
|---|---|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES:</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in German through the practice of the different linguistic skills in an academic and professional context. • To acquire linguistic knowledge corresponding to CEFR level A1 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. • To promote awareness of and respect for the cultures where the language studied is spoken. • Introduce learning and communication techniques and strategies • Introduce basic verb tense system and structures • Introduce systems for learning vocabulary • Introduce language and techniques to facilitate communication • Introduce basic writing techniques |
|---|---|

| | |
|--|---|
| | <p>SPECIFIC OBJECTIVES</p> <p>Reading comprehension</p> <ul style="list-style-type: none"> • To understand the general and specific ideas of texts relating to day-to-day communication • To know how to predict the content of a text using non-linguistic resources • To understand simple authentic or simplified texts (press adverts, posters, instructions etc.) <p>Listening comprehension</p> <ul style="list-style-type: none"> • To understand general and specific information in French relating to familiar communicative situations • To extract specific information from simple, familiar spoken texts (explanations, instructions etc.) <p>Written expression</p> <ul style="list-style-type: none"> • To produce simple written texts in the form of postcards, letters etc., and simple descriptions of people and places <p>Spoken expression</p> <ul style="list-style-type: none"> • To be able to participate in a simple conversation in German |
|--|---|

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> |

| | |
|---------------------------------------|---|
| | <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | Assessed Competencies |
|------|--|-----------------------|---|
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies |
| | | | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| | | | Tourism: CB4, CT1 |
| | | | Marketing: G5, T1, E12 |
| | | | Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which form part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Confirming and denying something
- Contradicting
- Asking someone to do something
- Asking for and giving advice
- Apologising
- Thanking
- Asking for and giving permission
- Expressing agreement and disagreement
- Expressing sympathy
- Expressing a desire
- Talking about likes and dislikes
- Making a proposal
- Solving basic communication problems
- Giving and reacting to invitations
- Introducing yourself and other people
- Arranging to meet someone
- Talking about events
- Saying hello and goodbye

GRAMMATICAL CONTENTS

SYNTAX

- Declarative, negative and interrogative sentences
- The constituents of a sentence

THE VERB:

- Transitive, intransitive and modal verbs
- Non-finite forms (infinitive and Partizip II)
- The indicative mood: Finite forms (present, past ("Perfekt", "Präteritum" of the verbs "sein" and "haben") and their use
- The imperative mod

The noun:

- Gender, number, declinations

Articles:

- Definite, indefinite, negative, possessive, interrogative
- Personal pronouns

Adjectives:

- In predicate position

Numbers:

- Cardinal numbers (forms, time, year, prices)

Modal particles (meaning and use)

Coordinating conjunctions

Prepositions of place and time (meaning and use)

LEXIS

- Personal identification
- The family
- Food and drink
- Shopping
- House and home
- The city
- Nationalities
- Daily life
- Free time
- Health
- Directions
- Travel
- Other topics according to the interests of the group.

6.- Learning Resources

Compulsory Textbook:

Menschen A1: Hueber, 2012. ISBN: 978-3-19-101901-3

XI. GERMAN CEFR A2

Tipus d'assignatura

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: German

To enrol on this subject is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| General subject learning objectives | GENERAL OBJECTIVES |
|-------------------------------------|--|
| | <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in German through the practice of the different linguistic skills in an academic and professional context. • To widen and consolidate the fundamental aspects of CEFR level A1 making their use more complex and automatic. • To acquire linguistic knowledge corresponding to CEFR level A2 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. • To promote awareness of and respect for the cultures where the language studied is spoken. • To widen knowledge of basic structures and the verb system • To introduce and develop strategies for learning vocabulary • To widen knowledge of language and techniques for resolving communication problems |

- To facilitate writing techniques

SPECIFIC OBJECTIVES

Reading comprehension

- To understand simple and modified texts
- To understand the general idea of a text without a dictionary
- To extract specific information (with or without a dictionary)

Listening comprehension

- To understand simple conversations
- To understand general and specific information from simple spoken texts

Written expression

- To write simple texts about people, places, activities and events
- To write simple cards and letters

Spoken expression

- To ask for and give information
- To maintain a simple conversation

2.- Competencies

| | |
|-------------------------------------|--|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> |

| | |
|---------------------------------------|---|
| | <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
| <p>2.3.- Learning Outcomes</p> | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | Assessed Competencies |
|------|--|-----------------------|---|
| | | | |
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies |
| | | | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| | | | Tourism: CB4, CT1 |
| | | | Marketing: G5, T1, E12 |
| | | | Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which for part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Giving advice
- Comparing
- Describing people
- Giving opinions
- Expressing likes and dislikes
- Expressing certainty
- Expressing hope
- Expressing indifference
- Expressing satisfaction
- Expressing surprise
- Proposing something
- Talking about events

GRAMMATICAL CONTENTS

Syntax:

- Review and widening of sentence constituents
- Sentences with subordinate conjunctions
- Prepositional complements

The verb:

- Review of indicative verb tenses "Präsens" and "Perfekt"
- Review of the "Präteritum" of the verbs "sein" i "haben"
- Dative and accusative verbs
- Pronominal and reflexive
- The "Präteritum" of modal verbs
- The "Konjunktiv II simple" mood and periphrasis with "würde" + infinitive: forms and use
- The passive

The noun:

- Declination in "N"
- Genitive

Pronouns:

- Demonstrative
- Indefinite
- Interrogative

Adjectives:

- In attributive positions
- The declination of the adjective
- Gradable and comparative adjectives

Numbers:

- Ordinal (dates)

Modal particles

Prepositions

Subordinating and coordinating conjunctions

LEXIS

- Family
- Personal relations
- German youth
- The media
- Cinema, books, music
- Festivals and presents
- Work and professions
- The German education system
- Other topics according to the interests of the group

6.- Learning Resources

Compulsory Textbook:

Menschen A2: Editorial Hueber. ISBN 978-3-19-101902-3

XII. GERMAN CEFR B1

Subject Type

Degree: DEGREE in Business Administration and Innovation Management / DEGREE in Tourism and Leisure Management / DEGREE in Marketing and Digital Communities / DEGREE in Logistics and Maritime Business

Year: First, Second, Third (Fourth)

Term: First, Second, Third

ECTS Credits: 6

Teaching Staff: UPF Languages – Pompeu Fabra University

Language of instruction: French

To enrol on this subject is compulsory to have successfully completed the preceding level or, if it is the first year of enrolment, to have the corresponding result from a level test.

1.- Objectives

| | |
|---|---|
| <p>General subject learning objectives</p> | <p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • To consolidate, deepen and widen students' communicative competence in German through the practice of the different linguistic skills in an academic and professional context. • To widen and consolidate the fundamental aspects of CEFR level A2 making their use more complex and automatic. • To acquire linguistic knowledge corresponding to CEFR level B1 as described in the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages standardizes linguistic knowledge inside the European Union. • To promote awareness of and respect for the cultures where the language studied is spoken. • To develop the techniques and strategies necessary to be able to write a well-structured, coherent and logical text • To develop self-correction techniques. • To express themselves with greater confidence and fluency. |
|---|---|

- To manage interactions (oral and written) so as to avoid and solve communication problems, asking for the interlocutor's help if required.
- To identify differences in register between spoken and written Language.
- To introduce more advanced grammatical structures.
- To develop initiative and reinforce the strategies necessary for learning and its responsible use.

SPECIFIC OBJECTIVES

Reading Comprehension

- To understand general and specific ideas from selected press articles.
- To understand simple narrative in its original version.
- To understand Internet pages in order to extract information of interest.
- To be able to distinguish between narrative, journalistic and academic registers,.
- To understand advertisements

Listening Comprehension

- To understand simple conversations and interviews.
- To understand the gist of a short authentic text: story, news item
- To extract specific information from an advertisement, news item, explanation, conversation...
- To distinguish principal intonation patterns.

| | |
|--|--|
| | <p>Written Expression</p> <ul style="list-style-type: none"> • To write informal and neutral texts (for example; to request information or to express feelings) • To write simple descriptions of people, objects, places, activities and processes • To write email messages. • To express an argument, opinion, reaction or feeling. • To write simple narrative using different verb tenses. • To write a simple summary of a book or film. <p>Oral Expression</p> <ul style="list-style-type: none"> • To hold a simple conversation in any informal situation. • To participate in discussions and express opinions, feelings, reactions etc. • To deliver a simple oral presentation. • To develop discourse management techniques |
|--|--|

2.- Competencies

| | |
|--------------------------------|---|
| 2.1.- Basic Competences | <p>CB1: Students have demonstrated having knowledge and understanding in an area of study that starts from general secondary education, but which is usually at an advanced level supported by advanced textbooks, and also includes some knowledge coming from the vanguard of the field of study.</p> <p>CB4: Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.</p> |
|--------------------------------|---|

| | |
|----------------------------------|--|
| 2.2.- General Competences | <p>CG2: Be able to innovate by developing an open attitude towards change and being willing to re-evaluate old mental models that limit thinking.</p> <p><i>Logistics and Maritime Business</i></p> <p>G1: Develop skills for searching for, processing and analysing information from a range of sources so as to apply them to problem solving.</p> <p>G2: To be autonomous in the area of personal planning, the selection of appropriate resources and to have the maturity to assume decision-making responsibilities.</p> |
|----------------------------------|--|

| | |
|-------------------------------------|---|
| 2.3.- Transverse Competences | <p>CT5: Develop tasks applying the acquired knowledge with flexibility and creativity and adapting it to new contexts and situations.</p> |
|-------------------------------------|---|

| | |
|-----------------------------------|---|
| 2.4.- Specific Competences | <p><i>Business Administration</i></p> <p>CE16: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Leisure and Tourism Management</i></p> <p>CE20: Express oneself appropriately in written and spoken form in at least a third foreign Language.</p> <p><i>Marketing and Digital Communities</i></p> <p>CE12: Apply the English Language in different cultural environments of business negotiation.</p> <p><i>Logistics and Maritime Business</i></p> <p>E.2. To demonstrate the capacity to communicate fluidly in Spanish, Catalan and English, in both written and spoken form, in the area of logistics and maritime business.</p> |
|-----------------------------------|---|

| | |
|--------------------------------|---|
| 2.3.- Learning Outcomes | <p><i>Business and Administration</i></p> <p>To be able to develop in a business environment with a minimum of a high level in a foreign language.</p> <p><i>Leisure and Tourism Management</i></p> |
|--------------------------------|---|

| | |
|--|---|
| | <p>To be able to develop in the world of tourism with a minimum of a high level in a foreign language.</p> <p><i>Marketing and Digital Communities</i></p> <p>To achieve mastery of English or another foreign language in order to develop in social, personal and professional situations.</p> <p><i>Logistics and Maritime Business</i></p> <p>To demonstrate knowledge of the structures and transmission of information and communication flows in English associated with the processes of business management.</p> |
|--|---|

3.- Methodology

The methodology is based on the active use of English in a dynamic environment. Use will be made of simulated interactions, group activities, multimedia material and other authentic and specialized.

Many self-learning elements will be carried out via the Moodle platform.

In-Class:

- Theoretical and practical explanations given by the teacher.
- Reading Comprehension: Conversations and texts, with pre- and post-text comprehension and extension activities
- Listening Comprehension: Dialogues and other items (CD and video) with pre- and post-text comprehension and extension activities
- Oral Expression: dialogues between students, between students and the teacher, role plays.
- Written Expression: Exercises from the textbook and complementary material
- Group work, projects and presentations

Directed (Out of Class):

- Searching for information on the Internet or in different documents following the guidelines established by the teacher.
- Written exercises (textbook, complementary material and/or Moodle)
- Consolidation and extension activities
- Written Expression: essays or small research assignments to practise vocabulary and linguistic structures covered in class.

Self-Access (Out of Class):

- Online self-correcting activities (Moodle).
- Readings and their corresponding activities.
- Personal study: To assimilate content effectively, students will be required to undertake a systematic review of the contents of the preceding session and be consistent in carrying out tasks set for completion out of class.

To this end, several review and consolidation tests will be posted on Moodle.

The classroom (physical or virtual) is a safe space, free from sexist, racist, homophobic, transphobic, and discriminatory attitudes, either towards students or towards the teaching staff. We trust that together we can create a safe space where we can make mistakes and learn without having to suffer prejudices from others

4.- Overall Assessment of the Subject

Student Assessment

To **pass** the course a student must fulfil the following conditions:

1. Obtain a **global mark** for the course of 5,0 or above.
2. Obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
3. Obtain a minimum of 50% on the **final exam**.
4. Comply with the **attendance policy**.

The **assessment system** is divided up in the following way:

| | | | Assessed Competencies |
|------|--|-----------------------|---|
| 15% | 2 progress tests (one at the end of terms 1 and 2) | CONTINUOUS EVALUATION | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| 15% | 6 written expression activities (two completed in class) | | Tourism: CB4, CT1 |
| 5% | 1 oral expression activity carried out in class | | Marketing: G5, T1, E12 |
| 5% | Class participation (spoken contribution and attitude) | | Logistics: G1, G2, E2 |
| 60% | FINAL EXAM | FINAL EXAM | Assessed Competencies |
| | | | Business Administration: CB1, CB4, CB5, CG2, CT1, CT5, CE16 |
| | | | Tourism: CB4, CT1 |
| | | | Marketing: G5, T1, E12 |
| | | | Logistics: G1, G2, E2 |
| 100% | FINAL COURSE MARK | | |

Note: In order to successfully complete the course, a student must have complied with UPF Languages' attendance policy.

The **final exam** consists of 5 parts which evaluate all four fundamental language skills:

| PART | Section | Approximate Length | Mark | MINIMUM MARK TO PASS THE FINAL EXAM 50/100 |
|--------|-------------------------|--------------------|------|---|
| Part 1 | Grammar & Vocabulary | 45mins | 30 | |
| Part 2 | Written Expression | 45mins - 1h | 20 | |
| Part 3 | Listening Comprehension | max. 40mins | 15 | |
| Part 4 | Written Expression | 1h | 15 | |
| Part 5 | Oral Expression | 10mins | 20 | |

- To **pass the final exam** the student must obtain a minimum of 50% and obtain a minimum of 50% on the combined mark corresponding to the two expression sections (written expression and spoken expression).
- On assessing the student's linguistic competence in written and spoken expression, fluency, accuracy and both syntactic and lexical complexity will be taken into account. These elements will be evaluated according to the marking criteria corresponding to the language and level.
- In the event of a student **failing the final exam and/or obtaining a global mark for the course of less than 5 and/or not having complied with the attendance policy**, he/she will have to retake the **whole** final exam on the date specified. In this case, the continuous assessment mark (40% of the final mark for the course) will be maintained.
- At the end of the course, after the publication of provisional marks and before the publication of definitive marks, the students will have the opportunity to attend a **final exam review** together with the course teacher or coordinator.

The **continuous assessment mark** represents 40% of the **final mark** for the subject and is disturbed as follows:

| | |
|-----|--|
| 15% | 2 progress tests (one at the end of term 1 and one at the end of term 2) |
| 15% | 6 written activities (two undertaken in class) |
| 5% | 1 oral expression activity carried out in class |
| 5% | Class participation (oral contribution and attitude) |

- **Progress tests:** at the end of terms 1 and 2 a progress test takes place to evaluate the knowledge gained by students up to that point. This test will last a maximum of 1.5 hours, less than the 3-hour final exam, although it will be similar in structure and format.
- **6 individual written activities:** the written activities will be assigned throughout the course following an established timetable. The hand-in dates for the activities not carried out in class will be given in advance by the teacher. The time allotted will depend on the level, word limit, complexity of the task etc.
- **1 oral expression activity carried out in class:** this activity may take the form of a presentation, a group task, an interview etc. Depending on the language and level.
- **Class participation:** Teachers will evaluate the oral participation of students and their attitude in class according to the following criteria: punctuality, participation and initiative, use of the target language, contribution to maintaining communication, implication in in-class activities and effort in carrying out assigned tasks.
- **Work out of class:** Our teaching methodology emphasizes regular work on the part of the student. This means that alongside the tasks which form part of the continuous assessment, students will be required to carry out 3 hours a week of independent learning. This work will be guided by the teacher and will make extensive use of the Moodle platform.

The grading system conforms to the new European regulations (two royal decrees on the European Supplement to a degree qualification, the European Credit Transfer System and the Bologna marking system).

| FINAL COURSE GRADE (60% final exam + 40% continuous assessment) | |
|---|------------------|
| QUALITATIVE CORRESPONDENCE | |
| <p>The student will fail the course in any of the following cases:</p> <ul style="list-style-type: none"> • When they achieve an overall mark of 5 or less for the subject. • When they achieve less than 50% on the combined score for the two productive skills sections of the final exam (oral expression and written expression) • When they achieve less than 50 out of 100 points on the final exam. • When they have not fulfilled the attendance policy | Fail |
| 5,0 - 6,9 | Pass |
| 7,0 - 8,9 | Very Good |
| 9,0 - 10 | Excellent |

- NOTE 1: Teachers will use a numerical scale from 0 to 10 to one decimal place.

Resit Procedure

Should a student **fail the final exam or achieve and overall mark for the subject of less than 5 or not have fulfilled the attendance policy**, they will have to resit the *whole* final exam on the scheduled retake day. In this case, the continuous assessment mark (40% of the final mark for the subject) is carried over.

Attendance Policy

As language learning is a cumulative process which requires continued practice in order to assimilate knowledge and skills, class attendance is compulsory. In order to be able to pass the subject in the first sit exam period, the student must have **attended a minimum of 80%** of the class.

In exceptional cases, and for justified reasons authorized by the attendance committee, a non-attendance of more than 20% of the class is permitted providing that:

1. the absences are not greater than 40% of the course and
2. the student has established with their teacher a parallel system which allows them to continue with the course in a way which guarantees the learning process and permits appropriate assessment.

The student must submit documentation justifying absences by the end of the third term and according to the deadlines set by the attendance committee.

5.- Contents

FUNCTIONAL CONTENTS

- Describing people
- Evaluating something in the past
- Talking about figures
- Complaining
- Managing phone conversations
- Making assumptions
- Giving advice and recommendations
- Giving opinions
- Giving a presentations
- Expressing disappointment

GRAMMATICAL CONTENTS

Syntax:

- "Konditionalsatz"
- Subordinate clauses
- The prepositional complement

The verb:

- Simple "Konjunktiv II" mood: "würde" + infinitive
- The past "Konjunktiv II"
- The "Präteritum" of regular and irregular verbs
- The pluperfect with "haben" and "sein"
- The Future I
- Verbs with prepositions

The noun:

- Adjectives as nouns
- The genitive

Adjectives:

- The declination of the adjective in comparative and superlative forms
- The declination of the adjective in genitive forms

Adverbs:

- "trotzdem"

Prepositions

Conjunctions:

- Subordinating conjunctions "obwohl", "falls", "da", "während", "bevor", "nachdem"

LEXIS

- Work
- House and home
- Services
- Media
- Animals
- Food and drink
- Sports
- Eating out
- Cultural events
- Other topics according to the interests of the group

6.- Learning Resources

Compulsory Textbook:

Menschen B1: Editorial Hueber.