

Subject Study guide ***“First Foreign Language: English I”***

1. IDENTIFICATION

- ✓ **Subject name:** First Foreign Language: English I
- ✓ **Code:** 101164
- ✓ **Degree:** Tourism degree in English
- ✓ **Academic course:** 2018-2019
- ✓ **Subject type:** compulsory
- ✓ **ECTS credits (hours):** 6 credits (150)
- ✓ **Teaching period:** annual
- ✓ **Teaching language:** English
- ✓ **Teachers:** teachers from UAB Idiomes Barcelona

2. PRESENTATION

This is the first year of a three year course after which students will have to accredit a level equivalent to C1.2 of the Common European Framework Council of Europe (2001).

At the end of the first year students can accredit the equivalent of a B2.2 level.

The course consists of 60 hours of classroom activities and 90 hours of self-learning outside the classroom.

Given the characteristics of any foreign language subject, it is imperative that students are actively involved in classes and in all the work required outside the classroom.

It is vital that students make the most of all opportunities presented to them, outside the classroom, to come into direct contact with the language. These opportunities represent an essential input for learning, helping the students to understand first hand the need to acquire a good working knowledge of this foreign language and to implement and assimilate what they learn during the English courses.

3. EDUCATIONAL GOALS

General objectives

The student will acquire a range of linguistic knowledge specified in section 5 of this document. Additionally, they will also develop sufficient oral and written communication skills, so that by the end of the first year they will be able to:

1. Follow the discourse of conferences, debates and public discussions.
2. Maintain conversations in formal and informal register, correctly interpreting the interjections of other speakers.
3. Participate in debates and discussions on issues of general interest or specifically related to tourism using the standard language for either type of communication (using correct vocabulary, giving examples, etc.)
4. Relate facts or events experienced personally or reported by others.
5. Convey feelings, express needs or give instructions without difficulty, face to face or in writing.
6. Understand texts and reference books containing information directed towards the general public.
7. Write formal letters or emails (requests for information, etc.) in addition to informal texts (emails to acquaintances, etc.).
8. Write reports on actions, trips and events – chronologically arranged with clear, concise descriptions of the most relevant aspects.

After completing this course, students will also have achieved the following:

1. Developed a degree of accuracy (grammar, pronunciation, vocabulary usage, register, etc.) and fluency (production speed, ability to express ideas and develop speech) in both written and oral expression equivalent to UAB Idiomes B2.2.
2. Developed strategies and skills to understand authentic written texts and oral presentations.
3. Developed strategies to continue to learn independently outside the classroom.
4. Developed the ability to function efficiently and with a degree of linguistic precision both in the field of tourism and in everyday situations.
5. Be able to correctly use reference material necessary for learning languages: dictionaries, grammars, textbooks or exercise, etc.

4. SKILLS AND LEARNING OUTCOMES

SPECIFIC COMPETENCES (SC) AND LEARNING OUTCOMES (LO)

SC 8. Use communication techniques relating to companies and organizations

LO 8.4. Identify lexis and grammatical forms that apply to the tourist sector.

LO 8.5. Utilize tourism resources available via the Internet.

SC 9. Communicate orally and in writing in the field of tourism, as well as in different environments related to this field.

LO 9.3. Apply specific language in the tourism sector to a medium or high level of proficiency.

LO 9.4. Develop appropriate discourse for various functions and events, paying close attention to context, media, and situations common to the workplace itself.

TRANSVERSAL COMPETENCES

By working in groups or in pairs, students will gain experience in interpersonal relationships and, more specifically, when working together in larger groups how to work as members of a team. Throughout the foreign language course students will be given the autonomy to organize their time, skills sets and understanding to resolve issues or concerns that may arise during the learning process. Students will also reflect on different learning strategies and how to continue learning outside the classroom.

CT1. Develop the ability to learn autonomously

CT2. Be able to self-assess the knowledge acquired

CT4. Use communication skills at all levels

CT10. Teamwork

5. TOPIC AND CONTENT

In the process of learning a language all skills and abilities are continually evolving and interrelating in an organic way. However, for the purposes of this programme, linguistic content is divided into linguistic functions, grammar content and lexical content.

Linguistic functions

Communicative activities listed below have both general linguistic functions and functions specific to the field of tourism.

- Expressing emotions
- Speculating
- Making decisions and reaching conclusions
- Analysing, judging, assessing and comparing
- Expounding on a topic
- Negotiating and reaching decisions
- Introducing points in an argument
- Discussing suggestions
- Persuading
- Emphasizing
- Selling oneself
- Being polite

Grammar content

- Phrasal verbs and multi-word verbs
- Cleft sentences
- Inversions with negative adverbials
- Tense and aspect
- Grammatical structures to express courtesy

Lexical content

The lexical content of the course will be framed by the following topics: globalisation, cities and urbanisation, feelings, advertising and emotions, statistics and data, money and enterprise, careers in tourism, tourism resources.

Students should be able to use the language functions, grammar and vocabulary described above and develop written expression in the following areas:

- Reports, articles, descriptions and formal emails.

6. RECOMMENDED BIBLIOGRAPHY

Obligatory

Course book: *Cutting Edge Advanced*. New Edition. Pearson.

Autonomous self-study is an essential component of the course. Teachers will direct the students to a variety of material to help students develop all skills and improve in all areas of their linguistic knowledge.

Dictionary

<http://www.oxfordlearnersdictionaries.com> (with pronunciation)

Grammar reference

Practical English Usage Online (Highly recommended)

https://elt.oup.com/catalogue/items/global/grammar_vocabulary/practical_english_usage_4th_edition/9780194202510?cc=global&sellLanguage=en

My Grammar Lab Intermediate and Advanced

<https://www.pearsonelt.com/tools/digital/my-grammar-lab.html>

Grammar & Vocabulary exercises

<http://www.englishgrammarssecrets.com/>

<http://www.autoenglish.org/>

<https://www.englishclub.com/>

<http://learnenglish.britishcouncil.org/en/>

<http://www.elibase.com/>

Listening comprehension

<http://www.ello.org/>

<https://es.englishcentral.com/videos>

<https://www.ted.com/>

<https://es.lyricstraining.com/>

<http://howjsay.com/>

<http://www.breakingnewsenglish.com/>

(British English)

<http://www.bbc.co.uk/learningenglish/>
<https://www.youtube.com/user/bbclearningenglish>
<https://www.facebook.com/bbclearningenglish.multimedia/>
<https://www.voicetube.com/channel/bbc/5>
<http://bbcworldservice.radio.net/>

(American English)

<http://www.npr.org/>
<http://learningenglish.voanews.com/>

(Australian English)

<http://www.australiaplus.com/international/learn-english-video-courses/>
<http://www.radioaustralia.net.au/international/learn-english>
<http://www.radioaustralia.net.au/chinese/learn-english/series/%E6%BE%B3%E5%A4%A7%E5%88%A9%E4%BA%9A%E5%B9%BF%E6%92%AD%E8%8B%B1%E8%AF%AD%E8%AE%B2%E5%BA%A7>

Writing

<https://owl.english.purdue.edu/sitemap/>

Exam preparation

<http://www.examenglish.com/>
<http://wuster.uab.es/ctestpractice/>

7. TEACHING METHODOLOGY

The teaching methodology prioritises the students' learning process over theoretical presentations by the teacher. Input is provided from both graded and authentic materials and the students are encouraged to engage with the material through guided practice in all four skills, with freer interactive and communicative activities to advance oral communication skills.

The teacher will use one or more of the following methodologies depending on which he or she considers to be most suitable for the material and the students in each session.

- Reading, grammar, vocabulary and listening exercises
- Discovery learning
- Noticing techniques
- Task-based learning in pairs and groups
- Problem-solving exercises in pairs and groups
- Role plays
- Text or listening based debates (e.g. TED talks)
- Revision games with *kahoot* and other applications
- Modelling from sample texts for writing
- Strategies to promote self-correction and autonomy in writing

TRAINING ACTIVITIES

Title	UD	Hours	ECTS	Learning Outcomes
Type: Directed				
Lectures Seminars	20%	30	1,2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 4, CCC 10
Distance Learning	20%	30	1,2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 1, CCC 2, CCC 4
Type: Directed (1)				
Lectures Seminars	20%	30		SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 4
Distance Learning	20%	30	1,2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 1, CCC 2, CCC 4
Type: Supervised (2)				
Tutoring Seminar	3%	5	0,2	CCC 2
Online (2)	3%	5	0,2	CCC 2
Type: Autonomous (3)				
Theory	7%	10	0,4	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 1, CCC 2, CCC 4
Teacher led activities	7%	10	0,4	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CCC 1, CCC 2, CCC 4
TOTAL	100%	150	6	

8. ASSESSMENT SYSTEM

Continuous Assessment Evaluation System (or 1a convocatòria)

80% attendance is required in order to be eligible for the Continuous Assessment.

Continuous Assessment activities

Continuous assessment activities include:

- **Essays.** The student will be required to produce between 3 – 5 written texts over the course of their studies (rewritings of writings may also be used)
- **Portfolio.** The portfolio will contain between 8 and 12 activities, which should exhibit the four language skills. These activities can be done at home or in class.

The following are examples of activities that can be included in the portfolio:

- Reading Record
- Mini tests
- Self-assessment forms
- Research projects
- Various self-produced documents

The students will be able to take advantage of the mid-term tests to produce activities that will form part of their portfolio, such as mini tests or listening or reading comprehension.

- **Oral Activities.** Throughout the course, the student will produce a minimum of one oral activity (or a maximum of two), either individually or in group and in the form of monologues, presentations, videos etc.
- **Mid-Term Testing.** Half way through the course, the students will have two mid-term tests; a writing test (one or two tasks) and a speaking test (one task). These will be similar in format to the final exam.
- **Attitude and participation.** Effort, attitude and participation will also be evaluated.

Final test for continuous assessment students.

This test, as well as forming part of the continuous assessment system, is a level test which gives the student the right to a level certificate issued by the Servei de Llengües of the UAB, and which is recognised by the Generalitat de Catalunya.

The test evaluates the four skills (reading comprehension, listening comprehension, writing and speaking) and follows the specifications set out by the Servei de Llengües of the UAB. It should be noted that this exam assesses linguistic competences in these skills and does not necessarily have a direct relationship to the contents of the course.

Students must demonstrate with this exam that they have reached the required level to pass the course (at least B2.2). If the student reaches the required level in this test, the mark is 40% of the continuous assessment mark.

The final exam for continuous assessment students will be done on the same day and time as the final exam for non-continuous assessment students.

It is essential to pass the final level test at the required level to pass the continuous assessment.

[Descripció de l'examen i criteris de superació](#)

The final level test (or 2a convocatòria)

Students who have opted not to do the Continuous Assessment programme have the right to sit the final level exam which evaluates the four skills (reading comprehension, listening comprehension, writing and speaking) and follows the specifications set out by the Servei de Llengües of the UAB.

Students must show they have reached the required level for the course. (At least a B2.2)

Passing this final test gives the student the right to a level certificate issued by the Servei de Llengües of the UAB, and which is recognised by the Generalitat of Catalunya.

[Descripció de l'examen i criteris de superació](#)

The mark on SIGMA for these students will be a 5

Resit

Only those students who fail the final exam with a result between 3,5 and 4.9 (out of 10) are eligible for a resit.

The resit will be a course exam in which the student will have to repeat those parts of the exam which were below the required level.

Their final course mark on SIGMA will be a 5.

Students who take the resit do not have the right to the level certificate from the Servei de Llengües, but can pass the subject.

ASSESSED ACTIVITIES

Type	Weighting	Hours	ECTS	Learning outcomes
Written texts	15 %	1,5	0,06	CE 8.4, CE 8.5, CE 9.3, CE 9.4
Portfolio	20%	5	0,2	CE 8.4, CE 8.5, CE 9.3, CE 9.4
Oral activities	5%	0,5	0,02	CE 8.4, CE 8.5, CE 9.3, CE 9.4
Mid-term test	10 %	1	0,04	CE 8.4, CE 8.5, CE 9.3, CE 9.4.
Attitude and participation	10%	-	-	CE 8.4, CE 8.5, CE 9.3, CE 9.4.
Final test*	40 %*	2,5	0,1	CE 8.4, CE 8.5, CE 9.3, CE 9.4

9. PLANNING

WEEK	TOPIC	METHOD	HOURS
1	<u>Global living</u> Grammar: revision of verb tenses Vocabulary: The consequences of a globalised world	Integrated activities of vocabulary, listening and speaking skills	2
2	<u>Urbanisation</u> Grammar: Revision of verb tenses Vocabulary: describing change and cities Introduction to developing and delivering monologues for oral exams	Integrated activities of reading and speaking Guided and free practice	2
3	<u>English as a world language</u> Functions: Effective communication strategies	Integrated reading and speaking activity Guided and free practice in developing an effective presentation	2
4	<u>Tips on learning a foreign language</u> Functions: Discuss advice and suggestions Describe needs and objectives	Integrated listening and speaking activity TED talk	2

5	Writing a report about globalisation Revision: connectors Vocabulary: quantifiers in formal register, strategies for presenting factual information Varieties of English	Guided practice Free practice Phonetic discrimination exercise	2
6	Continuous assessment activity: speaking Continuous evaluation activity: writing Continuous evaluation activity: use of English in and out of class contents	Monologue: giving tips Write a report of 250 words in a time limit Ctest and multiple choice (dossier)	2
7	<u>English for Tourism:</u> Descriptive language for promotional material Continuous evaluation activity (continued): speaking	Guided and free practice of reading and writing Oral presentations (continued): giving tips	2
8	<u>Feelings and emotions</u> Vocabulary: adjectives and extreme adjectives Collocations Idiomatic expressions Functions: speculate about feelings	Guided and free practice in speaking Communicative speaking game	2
9	<u>Cultural differences</u> Grammar: revision of perfect tenses Vocabulary: idiomatic expressions related to feelings	Integrated reading and speaking activity in groups	2
10	Writing a description	Analysis of models Guided and free practice	2
12	<u>Advertising and emotions</u> Vocabulary: the effects of marketing, idiomatic expressions Grammar: cleft sentences	Integrated activities of listening and speaking in pairs and in groups. Guided and free practice	2
13	<u>Revision</u> Continuous evaluation activity: use of English (in and out of class contents)	Test (dossier)	2
14	Continuous evaluation activity	Mid-term test: writing	2
15	Continuous evaluation activity	Mid-term test: orals	2
16	<u>Money</u> Grammar: inversions with negative adverbs Vocabulary and expressions: money and enterprise.	Integrated skills activities	2

17	Writing: an article	Guided and free practice	2
18	Continuous evaluation activity: writing <u>Money and law:</u> Grammar: verb tense review. Vocabulary: expressions with "worth"	Write an article of 200 + words within a time limit Integrated listening and speaking activity	2
19	<u>Making an investment</u> Functions: putting across the pros and cons, persuading and discussing, summarising a decision, describing quantities, summarising statistics Vocabulary: the language of statistics and graphs	Task-based activity Investing in a project Guided and free practice	2
20	English for Tourism: new technologies	Reading comprehension Group work project: Design of a technological innovation for tourism	2
21	Continuous assessment activity	Group presentations Peer feedback and evaluation	2
22	Continuous assessment activity: use of English Speaking practice: interaction and monologue	Test of in and out of class activities (dossier)	2
23	Dossier workshop: A promotional brochure	Support to autonomous learning	2
24	Exam practice: Ctest, multiple choice and listening	Guided and free practice	2
25	English for Tourism: careers	Integrated activities reading, listening and productive skills Interactive game	2
26	English for Tourism: careers	Integrated activities reading, listening and productive skills Role plays	2
27	Exam practice: Ctest, multiple choice and listening	Guided and free practice	2
28	Exam practice: writing and speaking	Guided and free practice	2
29	Continuous assessment final exam.		2
30	Continuous assessment final exam.		2

10. ENTREPRENEURSHIP AND INNOVATION

The evaluation system of the student portfolio innovatively encourages independent learning and critical thinking skills through constructive self and peer evaluation strategies.