

Subject Study guide

“First Foreign Language: English III”

1. IDENTIFICATION

- ✓ **Subject name:** First Foreign Language: English III
- ✓ **Code:** 101182
- ✓ **Degree:** Tourism degree in English
- ✓ **Academic course:** 2018-19
- ✓ **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 last year of a three-year course in which students will attain the equivalent of a C1 of the Common European Framework of Reference of the Council of Europe (2001). In order to reach this level it is of utmost importance that students engage in the self-study activities proposed by the teacher and take advantage of all the opportunities for contact with English outside the classroom.

There are 60 hours of interactive classroom activities and 90 hours self-study.

The final test is a level test of general competences and, unlike the continuous assessment activities, it does not directly test the contents covered during the course.

Students who choose not to participate in continuous assessment can go straight to the final level test and the result of this will give their final course mark.

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.

As mentioned earlier, 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 students will acquire a range of linguistic knowledge specified in Section V of this document. They will also develop oral and written communication skills so that at the end of the course they will be able to:

1. Understand long stretches of discourse, which may be loosely structured where meaning is only implied and not signalled explicitly.
2. Understand television programs and films without too much effort.
3. Understand long and complex factual or literary texts, and appreciate their differences in style.
4. Understand specialized articles and longer technical instructions, even if unrelated to their field of tourism.
5. Present clear, detailed descriptions of complex subjects.
6. Argue a point and reach an appropriate conclusion.
7. Express themselves fluently and spontaneously using language flexibly and effectively to social and professional ends.
8. Formulate ideas and opinions and relate them to the discourse of an interlocutor.
9. Create clear and well-structured texts, developing points of view at some length.
10. Write about complex subjects in letters, essays or reports and highlight the issues that are most important.
11. Use a style appropriate to the audience.

4. SKILLS AND LEARNING OUTCOMES

SPECIFIC COMPETENCIES (SC) AND LEARNING OUTCOMES (LO)

SC 8 . Handle communication techniques relating to tourism companies and organizations.

LO 8.4 Identify lexical and grammatical forms that apply to the tourism sector.

LO 8.5 Use tourism resources via the Internet.

SC 9 Communicate orally and in writing in a first, second and third foreign languages in the field of tourism, as well as in different ambits.

LO 9.3 Apply specific language in the tourism sector to an advanced level.

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 gain experience in interpersonal relationships and, more specifically, how to work as a member of a team. Throughout the foreign language course students are required to organize their own time, resolve issues or concerns that may arise during the learning process, 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

Objectives

1. Write letters, emails and reports in tourism and other contexts in a fluent, coherent, precise and accurate manner according to the criteria established by the Common European Framework of Reference of the Council of Europe for level C1.2
2. Write discursive texts in tourism and other contexts in a fluent, coherent, precise and accurate manner according to the criteria established by the Common European Framework of Reference of the Council of Europe for level C1.2
3. Understand, analyse and reflect on complex written texts in tourism and other contexts.
4. Understand, analyse and reflect on complex oral texts in tourism and other contexts.
5. Talk about complex issues in tourism and other contexts in a clear, concise, coherent, accurate and fluent manner according to the criteria established by the Common European Framework of Reference of the Council of Europe for level C1.2

CONTENT

General thematic areas

- The Arts and Entertainment
- Travel and Traditions
- Modern times
- Crime and Punishment
- Planet Earth and Beyond

General language functions

- Emphasizing
- Formulating hypotheses
- Comparing and contrasting
- Presenting and defending an argument
- Using discourse markers
- Summarizing
- Expressing opinion
- Clarifying
- Paraphrasing
- Interpreting
- Expressing preferences
- Express various feelings
- Hedging and using vague language
- Making small talk
- Being polite and courteous
- Expressing doubts
- Advising

Specific linguistic contents

Grammar

- Comparatives Advanced (nowhere near as, slightly, etc.)
- Ellipses and substitutions
- Participle phrases
- The future in the past (was about to... / was due to..., etc.)
- Complex future forms (is bound to..., etc.)
- Prepositional phrases
- Whatever, whoever, etc.
- Order of adjectives
- Empty subjects it and there
- Discourse markers
- Question tags
- Inversions after negative words and phrases
- Each and every, either and neither
- Phrasal verbs
- Complex infinitives and gerunds
- Participle clauses
- Phrases with time
- Need not have...
- Uses of the auxiliary
- Patterns of verbs in speech
- Adverbial clauses and conjunctions

Lexis

- Phrasal verbs
- Prepositional clauses (on account of etc.)
- Adjectival compounds (breath-taking, etc.)
- Noun compounds from phrasal verbs (breakthrough, etc.)
- Connectors
- Fixed binomials (Hustle and bustle, etc.)
- Prefixes and suffixes
- Uses of look, sound and feel.
- Uses of just, way, well
- Idiomatic expressions
- Fixed expressions

Lexical sets

- Arts and Entertainment
- Travel and Traditions Revisited
- Modern Times
- Crime and Punishment
- Planet Earth and Beyond

6. RECOMMENDED BIBLIOGRAPHY

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 in order to reach the required level to pass the level test.

Dictionary

<http://www.oxfordlearnersdictionaries.com>

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 Advanced

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

Grammar & Vocabulary exercises

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

<http://learnenglish.britishcouncil.org/en/magazine/eden-project>

<http://learnenglish.britishcouncil.org/en/heritage-great/heritage-great-part-2>

<http://learnenglish.britishcouncil.org/en/britain-great/shopping-great-part-2>

<http://learnenglish.britishcouncil.org/en/stories-poems/banyan-tree>

<http://learnenglish.britishcouncil.org/en/countryside-great/countryside-great-part-1>

<http://learnenglish.britishcouncil.org/en/britain-great/entrepreneurs-are-great-part-1>

<http://learnenglish.britishcouncil.org/en/magazine/food-2>

<http://learnenglish.britishcouncil.org/en/britain-great/entrepreneurs-great-part-2>

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

Listening and reading comprehension

<http://www.ello.org/english/advanced.htm>

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

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

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

<http://howsay.com/>

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

(British English)

<http://www.bbc.co.uk/radio4>

<http://www.bbc.co.uk/learningenglish/english/course/towards-advanced>

<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/>

http://www.tolearnenglish.com/english_lessons/advanced-reading-comprehension-passages-with-text

(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

Throughout this course students will be encouraged to try to actively use the language both in class and outside the classroom, carrying out communication tasks that resemble what we do in real life, in a variety of situations and different contexts. Teachers will propose activities designed to make the students become the principal agent of their own learning.

The methodology is basically interactive. Students will be required to implement all the necessary language skills to perform a number of (oral and written) tasks, in both a general, globalised context as well as in the more specialized field of tourism. In other words, the emphasis will be on the learning process rather than on theoretical presentations by the teachers.

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
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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

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, vídeos 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 C1.2). 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 C1.2)

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 de 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.

Students must repeat the whole 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.

If the minimum level required is reached (C1.2), the student has 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 final course mark on SIGMA will be a 5.

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	Introduction to the course and evaluation system	Teacher presentation Questions and answers Revision	2
	Exam training: writing a report		1
2	<u>Internships</u> Revision of narrative tenses Giving advice Expressing regrets Organising and developing a monologue	Integrated skills activities Guided and free practice in monologues	2
	Continuous assessment activity: writing a report	Timed writing	1
3	<u>Our future world</u> Grammar: future forms Vocabulary: expressions to talk about the future and change	Integrated skills activities	2
	Exam training: use of English and listening	Guided and free practice. Error analysis, peer and self-evaluation	1
4	<u>Tracking your life through data</u> Grammar: describing trends, speculating about the future	Integrated skills activities Guided and free practice in writing	2
	Exam training: speaking and writing (monologues and discursive text)	Guided and free practice Error analysis, peer and self-evaluation	1
5	<u>Science fiction and technology</u> Describing science fiction films, novels etc Discussing ideas Predicting Vocabulary: "way" Presenting benefits and drawbacks	Integrated skills activities Task: present a fantasy invention	2
	Continuous Assessment Activity. Speaking	A discursive monologue	1
6	<u>Technical problems</u> Describing technical issues Giving clear instructions Demanding action in writing	Integrated skills activities Guided and free practice	2
	Continuous Assessment Activity: an email of complaint.	Timed writing	1
7	<u>English for tourism</u> The ideal job and working conditions. A career portfolio Dossier guidelines	Integrated skills activities	2
	Exam training: use of English	Guided and free practice Error analysis, peer and self-evaluation	1

8	<u>Money</u> Vocabulary: business and money	Integrated skills activity Debate	2
	Exam training: monologues	Guided and free practice Error analysis, peer and self-evaluation	1
9	<u>Money</u> Grammar: time and tense revision Emphasis: inversion after negative adverbials Vocabulary: "worth"	Integrated skills activity Class debate	2
	Continuous assessment activity	Use of English test of in and out of class activities (dossier)	1
10	Continuous assessment activity	Mid term test: writing	2
	Continuous assessment activity	Mid term test : oral	1
11	Continuous assessment activity	Mid term test : oral	2
	Continuous assessment activity	Mid term test : oral	1
12	<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
	Writing training: formal and informal register	Guided practice Transformation sentences	1
13	<u>Urbanisation</u> Grammar: Revision of verb tenses Vocabulary: describing change and cities	Integrated activities of reading and speaking Guided and free practice	2
	Monologue training: using generalisations	Guided practice	1
14	<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
	Continuous assessment activities	Monologues	1
15	<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
	Writing training: formal language, verbs and adverbs	Guided and free practice	1
16	Writing articles and blog entries	Guided and free practice	2
	Writing training : formal language and avoiding repetition of vocabulary Conjunctions	Guided and free practice	1
17	Continuous assessment activity: writing	Timed writing: an article or blog entry	2
	Continuous assessment activity	Test of in and out of class activities (dossier)	1
18	<u>Health and lifestyle</u>		2

	Grammar: advanced comparatives and superlatives Vocabulary: self-improvement and fitness		
	Writing training: prepositional phrases. Oral exam training	Guided practice Questions and answers	1
19	<u>Health and lifestyle</u> Vocabulary: body idioms Phrasal verbs relating to health issues	Integrated and interactive activities	2
	Exam training: listening and use of English	Error analysis	1
20	Revision	Integrated and interactive activities	2
	Revision	Integrated and interactive activities	1
21	Final exams	CBT	2
	Final exams	Orals	1
22	Final exams	Orals	2

10. ENTREPRENEURSHIP AND INNOVATION

This is introduced to the students via the evaluation system of the student portfolio which encourages independent learning and critical thinking skills through constructive self and peer evaluation strategies.