

Subject Study guide

“First Foreign Language: English II”

1. IDENTIFICATION

- ✓ **Subject name:** First Foreign Language: English II
- ✓ **Code:** 101182
- ✓ **Degree:** Tourism degree in English
- ✓ **Academic year:** 2018-2019
- ✓ **Type of subject:** compulsory
- ✓ **ECTS credits (hours):** 6 credits (150)
- ✓ **Teaching period:** annual
- ✓ **Teaching Language:** English
- ✓ **Teachers:** teachers from UAB Idiomes Barcelona

2. PRESENTATION

This is the interim year of a three year course at the end of which students will attain the equivalent of a C1 of the Common European Framework of Reference of the Council of Europe (2001).

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

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 students will acquire a range of linguistic knowledge specified in Section 5 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 advanced or authentic written and audio visual material.
2. Present clear, developed monologues on complex subjects.
3. Argue and develop an idea both in writing and orally.
4. Express themselves fluently and spontaneously in a variety of contexts.
5. Use a register appropriate to the situation or audience, both in writing and orally.
6. Effectively manage interaction with a customer in a tourism context.

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

- Write reviews, essays, formal and informal emails 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 C1.1.
- 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 C1.1

- Understand, analyse and discuss written and oral texts in tourism and other contexts.

Content

General thematic areas

- Personal development
- Dealing with people
- Health and the body
- Effective communication and image
- Education
- Fashion and culture
- Issues and ethics in tourism

General language functions

- Comparing and expressing preferences
- Explaining and justifying choices
- Suggesting
- Presenting and defending an argument
- Marking discourse
- Hedging and using vague language
- Making small talk
- Being polite and courteous
- Giving instructions
- Advising
- Describing strong feelings
- Persuading

Specific linguistic contents

Grammar

- Advanced forms of the comparative (nowhere near as, slightly, etc.)
- Particles
- Use and non-use of the passive, passives with get
- Causatives (have something done, get somebody to do..., etc.)
- Abstract nouns and relative clauses
- Discourse markers
- Complex modals, passive modals
- Prepositions and prepositional phrases
- Phrasal verbs
- Participle clauses
- Connecting words condition (unless, in case, providing, imagine, supposing)
- Conditionals

Lexis

- Phrasal verbs
- Idiomatic expressions (the body)
- Descriptive adjectives
- 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
- Adverbs and comment adverbials

Lexical areas

- Education
- Health and sport
- Well-being
- Leisure and cultural activities
- Human behaviour
- Motivations
- Tourism and customer care
- Issues in tourism

6. RECOMMENDED BIBLIOGRAPHY

Obligatory

Cutting Edge Advanced. New Edition. Pearson

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.elllo.org/english/advanced.htm><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/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.examenenglish.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 convocatoria)

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.
- **End of course exam.** At the end of the course students will sit a final exam which evaluates writing and speaking skills. The writing test will consist of two tasks, one discursive and the other interactive. The oral test will include a prepared monologue and an interaction.

A final mark of 60% is required to pass the course.

Final exam

Students who do not do the Continuous Assessment can sit a final exam which will evaluate the four skills at a C1.1 level. In all parts of the exam a minimum of 50% should be attained and the global passing mark is 60%

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.

Their final course mark on SIGMA cannot exceed a 5.

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.

ASSESSMENT ACTIVITIES

Activity	Weight	Hours	ECTS	Learning results
Written texts	15 %	1,5	0,06	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2
Portfolio	20 %	5	0,2	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2
Oral presentations	5 %	0,5	0,02	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2
Mid-term tests	10 %	1	0,04	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2
Attitude and participation	10 %	-	-	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2
End of term test	40 %	1,5	0,06	CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2

9. PLANNING

WEEK	TOPIC	METHOD	HOURS
1	Introduction to the course	Teacher presentation	2
	<u>English for tourism professionals</u> Managing reservations, requesting information, explaining reservation and cancellation policies.	Presentation of a dialogue through a video. Vocabulary exercises, guided and free practice.	1
2	<u>Self-development</u> Grammar: advanced patterns of the comparative and superlative	Integrated reading, listening and speaking communicative activities	2

	Vocabulary: self-improvement, body idioms		
	<u>English for tourism professionals</u>	Presentation of a dialogue through a video. Vocabulary exercises, guided and free practice.	1
3	<u>Advice to my younger self</u> Vocabulary: life skills Deciding who should win an award	Integrated reading and writing activity Task-based group work	2
	Writing: an article	Guided and free practice	1
4	<u>English for Tourism</u> Ethical dilemmas in tourism management Vocabulary: the social, economic and environmental impacts of tourism	Web quest Reading and oral comprehension and Debate Problem solving	2
	English for oral exams. The monologue.	Guided and free practice	1
5	Continuous evaluation activity: speaking	Oral presentations	2
	Continuous evaluation activity: writing	Writing an article of 200 words in a time limit	1
6	<u>Taste</u> Vocabulary: descriptive adjectives Expressions with look, sound and feel Grammar: emphasis with inversions	Integrated reading, listening and speaking communicative activities	2
	<u>English for tourism professionals</u>	Presentation of a dialogue through a video. Vocabulary exercises, guided and free practice.	1
7	<u>Cultural activities and personal taste</u> Vocabulary: entertainment and leisure Grammar: adverbs Writing: a review	Integrated reading, listening and speaking communicative activities Guided and free practice	2
	<u>English for tourism professionals</u>	Presentation of a dialogue through a video. Vocabulary exercises, guided and free practice.	1
8	Continuous assessment activity: writing	Write a review of 200 word in a time limit	2
	English for tourism professionals:	Presentation of a dialogue through a video. Vocabulary exercises, guided and free practice.	1
9	<u>English for Tourism</u> Cultural Heritage	Integrated reading, listening and vocabulary activities.	2
	Continuous assessment activity	Test: use of English (in and out of class activities) dossier	1
10	Mid-term tests	Writing	2
		Speaking	1
11	Mid-term tests	Speaking	2
		Speaking	1
12	<u>Tact</u> Vocabulary: verbs and adjectives to describe personal problems	Integrated reading and speaking activities. Group work writing task	2
	English for tourism professionals:	Presentation of a dialogue through a video. Vocabulary exercises, guided and	1

		free practice.	
13	Writing: emails. Formal and informal	Guided and free practice.	2
	<u>English for tourism professionals:</u>	Presentation of a dialogue through a video. Vocabulary exercises, guided and free practice.	1
14	<u>Education:</u> Vocabulary: learning Grammar: use and non use of the passive	Integrated reading, listening and speaking communicative activities	2
	English for tourism professionals:	Presentation of a dialogue through a video. Vocabulary exercises, guided and free practice.	1
15	English for Tourism Cultural Heritage and Cultural activities	Integrated reading, listening and vocabulary activities.	2
	English for Tourism Cultural Heritage and Cultural activities	Integrated reading, listening and discussion activities.	1
16	Continuous assessment activity. Oral activity	Students make a video of a guided tour	2
	<u>English for tourism professionals</u>	Presentation of a dialogue through a video. Vocabulary exercises, guided and free practice.	1
17	<u>Health, diet and exercise</u>	Video comprehension and guided discussion exercises Online research and mini presentations: dieting regimes	2
	<u>English for tourism professionals</u>	Presentation of a dialogue through a video. Vocabulary exercises, guided and free practice.	1
18	Communication skills Vocabulary: polite social behaviour	Integrated reading, listening and speaking communicative activities	2
			1
19	<u>Image</u> Vocabulary: personal care and image Grammar: modals	Integrated reading, listening and speaking communicative activities	2
20	<u>Socialising</u> Vocabulary: social behaviour Grammar: abstract nouns and relative clauses	Integrated reading, listening and speaking communicative activities	2
	Revision		1
21	Final exams		2
	Final exams		1
22	Final exams		2
	Final exams		1

10. ENTREPRENEURSHIP AND INNOVATION

The evaluation system includes activities designed to encourage independent learning and critical thinking skills through constructive self and peer evaluation strategies.