

First Foreign Language III, English

Code: 101179
ECTS Credits: 6

Degree	Type	Year	Semester
2500894 Tourism	OB	3	1

Contact

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Use of Languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Teachers

Samuel Jones

Ewa Kubas

Eric Ortega Fernández

Prerequisites

There are no specific requirements. However,

- the students on the Tourism Degree will have to accredit a B2 level of the Common European Framework of Reference for Languages (CEFR) by the end of the course.
- the students on the Tourism Degree in English will have to accredit a C1 level of the Common European Framework of Reference for Languages (CEFR) by the end of the course.

Objectives and Contextualisation

The main objective of the course is to enable students to consolidate and widen their range of knowledge, including English pertinent to the tourism sector and of a more general nature so that they can accredit a B2 level in this last year of obligatory English studies, if they are studying the tourism degree, and a C1 if they are studying Tourism in English.

The student will acquire a range of linguistic knowledge and develop sufficient oral and written communication skills, so that by the end of the course they will be able to:

- Understand the gist of public conferences, debates and chats and extract information.
- Maintain conversations, in formal and informal registers, understanding the main ideas of their interlocutors.
- Participate in discussions or dialogues on topics of general interest using the strategies typical of this type of communicative interaction floor-holding devices, giving examples, etc.).
- Relate first or second hand facts, events and experiences.
- Write letters or electronic messages in different linguistic registers.
- Read different texts and explain their contents clearly.

- Write different types of texts about facts, places, events and current affairs.

Specific objectives

- Develop a degree of precision (in grammar, pronunciation, lexis etc.) and fluency (speed in productive skills, ability to express ideas and develop a discourse) in both written and oral expression.
- Develop strategies and abilities to understand authentic written and oral texts.
- Develop strategies to continue learning autonomously outside the classroom.
- Develop the ability to function effectively and confidently in professional and everyday situations.

Competences

- Communicate orally and in writing in three foreign languages within the tourism field and others related to it.
- Develop a capacity for independent learning.
- Implement business communication techniques used by tourism organisations: internal, external and corporate.
- Self-assess the knowledge acquired.
- Use communication techniques at all levels.
- Work in a team.

Learning Outcomes

1. Develop a capacity for independent learning.
2. Identify vocabulary and grammar resources for use in the tourism sector, in three foreign languages.
3. Self-assess the knowledge acquired.
4. Use communication techniques at all levels.
5. Use the idiomatic expressions typical of the tourism sector in three foreign languages, at upper intermediate level.
6. Use tourism resources available on internet, in three foreign languages.
7. Vary the discourse patterns used to fit different functions, contexts, media, activities and situations in the workplace.
8. Work in a team.

Content

1. DEGREE IN TOURISM: The students who are studying the Degree in Tourism will have to accredit a B2 level by the end of the course.

2. TOURISM DEGREE IN ENGLISH: The students who are studying the Tourism Degree in English will have to accredit a C1 level by the end of the course.

1. CONTENTS FOR THE DEGREE IN TOURISM

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

- Express satisfaction and dissatisfaction, and other emotions.
- Complain and respond to complaints politely.
- Narrate past and present events.
- Speculate and talk about the future.
- Express opinions on matters of general interest.

- Debate, persuade and convince others.
- Accept the opinion of others.
- Talk about present and past hypothesis.
- Talk about wishes and regrets.
- Organise and develop a monologue.

Grammatical contents

The student must be able to identify and use the following grammatical points in a way appropriate to communicative contexts.

- Conditionals.
- Structures with 'wish'.
- Alternatives to 'if' in conditional sentences.
- Past modals.
- Relative clauses.
- Adjectives followed by prepositions.
- Suffixes and prefixes.
- Prepositions.
- 'so', 'such' ... that'
- Quantifiers.
- Gerunds and infinitives.

Lexical contents

The lexical content of the course is framed in the following contexts:

- Money and finance.
- Crime and punishment.
- Health and lifestyle.
- Moral dilemmas.
- Thought, knowledge and effort.
- Expressions with 'take' and 'come'.
- Describing feelings.

Writing

Students will use the language points mentioned above to develop writing skills in the following contexts:

- Letters and emails: job applications, requests for information, complaints and apologies.
- Discursive essays.
- Reports.
- Articles.

2. CONTENTS FOR THE TOURISM DEGREE IN ENGLISH

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.

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.

- Presentation and practice of grammar and vocabulary.
- Discovery learning and 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.
- Live learning projects.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes	56.5	2.26	5, 1, 7, 2, 4, 3, 8, 6
Non class-based	56	2.24	5, 1, 7, 2, 4, 3, 8, 6
Type: Supervised			
Tutorials	7	0.28	1, 3
Type: Autonomous			
Activities	10	0.4	5, 1, 7, 2, 4, 3, 8, 6
Theory	10	0.4	5, 1, 2, 3, 6

Assessment

Continuous Assessment System

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

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/Dossier. 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:
 - o Reading Record.
 - o Mini tests.
 - o Self-assessment forms.
 - o Research projects.
 - o 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 a 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 exam (level test)

This exam, 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 who are doing the Tourism Degree must demonstrate that they have reached a B2 level. Students who are doing the Tourism Degree in English must demonstrate that they have reached a C1 level.

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.

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

Final exam

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 who are doing the Tourism Degree must demonstrate that they have reached a B2 level. Students who are doing the Tourism Degree in English must demonstrate that they have reached a C1 level.

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 cannot exceed a 5.

Resits

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

Students with the right to a resit will have to repeat the whole exam, which evaluated the four skills (reading comprehension, listening comprehension, writing and speaking), following the specifications of the Servei de Llengües of the UAB.

Students who are doing the Tourism Degree must demonstrate that they have reached a B2 level. Students who are doing the Tourism Degree in English must demonstrate that they have reached a C1 level.

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.

The final course mark on SIGMA cannot exceed a 5.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attitude and participation	10%	0	0	1, 4, 3, 8
Dossier	14%	5	0.2	5, 1, 7, 2, 4, 3, 8, 6
Final exam	40%	2.5	0.1	5, 7, 2, 6
Mid-term test	12%	1	0.04	7, 2, 6
Writing and Speaking activities	24%	2	0.08	5, 1, 7, 2, 4, 3, 8, 6

Bibliography

Course book

- Course book for students who are doing the Tourism degree. *Empower B2* (CUP).
- Course book for students who are doing the tourism Degree in English. *Cutting Edge Advanced New Edition* (Pearson).

English for Tourism

English for International Tourism Upper Intermediate (Pearson) Peter Strutt.

Highly Recommended (Oxford) Trish Scott and Alison Pohl.

<https://bemycareercoach.com/soft-skills/list-soft-skills.html> (communication skills)

<https://www.youtube.com/watch?v=GsxU43Xg9Io> (The Hotel Inspector)

<https://www.youtube.com/watch?v=yRo2rdJBMHY> (careers in tourism)

<https://www.youtube.com/watch?v=Q46nRbDO9dM> (job interviews)

<https://www.thersa.org/discover/publications-and-articles/matthew-taylor-blog/2017/05/what-makes-good-work> (good work)

https://www.youtube.com/watch?v=3uVv_2d-9FA (gender issues)

Dictionary

<http://www.oxfordlearnersdictionaries.com> (amb pronunciació)

Grammar books

Practical English Usage Online (highly recommended)

https://elt.oup.com/catalogue/items/global/grammar_vocabulary/practical_english_usage_4th_edition/9780194202

My Grammar Lab Intermediate and Advanced

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

Grammar and vocabulary exercises

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

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

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

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

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

Listening

<http://www.elllo.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%B>

Writing

<https://writeandimprove.com/>

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

Exam preparation

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

<http://wuster.uab.es/ctestpractice/>