



GUIA DOCENT  
**ANGLÈS III**

Any acadèmic 2014-15

## Informació general de l'assignatura

<b>Denominació</b>	ANGLÈS III
<b>Codi</b>	102626
<b>Semestre d'impartició</b>	1r Q Avaluació Continuada
<b>Caràcter</b>	Obligatòria
<b>Nombre de crèdits ECTS</b>	6
<b>Crèdits teòrics</b>	3
<b>Crèdits pràctics</b>	3
<b>Horari de tutoria/lloc</b>	dimarts 15.00-17.00 0.35 FDE dijous 18:00-20:00 0.34 FDE
<b>Departament/s</b>	ANGLÈS I LINGÜÍSTICA
<b>Distribució càrrega docent entre la classe presencial i el treball autònom de l'estudiant</b>	See Pla de desenvolupament
<b>Modalitat</b>	Presencial
<b>Informació important sobre tractament de dades</b>	Consulteu <a href="#">aquest enllaç</a> per a més informació.
<b>Idioma/es d'impartició</b>	Anglès
<b>Grau/Màster</b>	Grau en Turisme
<b>Horari de tutoria/lloc</b>	dimarts 15.00-17.00 0.35 FDE dijous 18:00-20:00 0.34 FDE
<b>Adreça electrònica professor/a (s/es)</b>	msabate@dal.udl.cat

Dra. Mariona Sabaté Carrové

## Informació complementària de l'assignatura

Recomanacions:

Es recomana als estudiants tenir assolit un nivell B1 de llengua anglesa segons el Marc de Referència Europeu de les Llengües (Common European Framework).

Es pretén que l'alumnat practiqui les destreses orals i escrites aplicades a l'Anglès General i l'Anglès Turístic.

Corequisits:

ANGLÈS II ANGLÈS I

## Objectius acadèmics de l'assignatura

- 1) that students master English phonology, so that they can easily read and produce phonemic transcriptions, with the idea that they learn new words in the standard pronunciation, and identify variations between dialects and non-standard pronunciations;
- 2) that students are capable of identifying the main ideas in texts (about specialized but also general topics) and can then transmit these main ideas both in written and oral form;
- 3) that students are capable of orally presenting their ideas, and that they can do it with the right pace, intonation and body posture;
- 4) that students can participate and moderate discussions on specialized matters, optimising conversational rules so that these discussions are lively, respectful and productive;
- 5) that students become aware of their own progress in the English learning process, and can identify the areas or skills which require a more specific and intense effort;
- 6) that students are capable of using office automation and audio editing tools to boost their language learning process;
- 7) that they can write in different registers taking functionality, spelling, structure and lexical diversity into account.

## Competències

**general competences:**

1. "capacity of analysis and synthesis"
2. "capacity to plan and organize"
3. "team work and leadership"
4. "capacity to work and learn in an autonomous fashion and, simultaneously, to interact adequately with the rest through co-operation and collaboration"

**specific competence:**

5. "understanding of the principals of tourism and of its different dimensions"
6. strategic competences
7. "correct oral expression"
8. "knowledge and dominion of English as a foreign language"
9. "command of the new technologies"

## Continguts fonamentals de l'assignatura

See Pla de desenvolupament for details on the main contents of this course.

## Eixos metodològics de l'assignatura

Llengua III (Turisme) uses a 'blended learning' methodological approach. The term 'blended learning' is a 'buzz' term, yet one that means different things to different people. The 'classic' definition of blended learning is a course consisting of traditional 'face-to-face' language lessons, combined with 'distance learning', ie the opportunity to study 'beyond the classroom'. Such a course can provide many benefits for language learners.

In this course, Blended learning offers a broader definition, taking blended learning to mean a combination of classroom teaching and the appropriate use of technology. We will integrate technology in class by using the sakai platform and using technological resources (on-screen activities, video and sound for listenings).

The course includes pre-discussion reading tasks to get you thinking about a topic on tourism (ethical tourism, rural tourism, mass tourism, dark tourism, responsible tourism, new and future trends in tourism, etc.) and group discussion on the reading. The pre-discussion will be followed up in the Debates (there will be 5 debates, open for 2-3 days in sakai, and will be taken into account in the Avaluació as active participation in class).

The course also includes listening and reading activities (*Global*), combined with Use of English and Grammar activities.

There will be 2 oral presentations in class:

Oral presentation in class 1: (individual) with a 5-7 min. presentation of a holiday destination. Imagine you have to "sell" a local destination (within Lleida) to a group of travel agencies from different countries whose language of communication is English.

Oral presentation in class 2: (2 people each group) with a 40-min report with 4-5 non-university students about a tourism topic. Editing and selecting best excerpts and make an oral presentation in class, with a powerpoint presentation with the main ideas.

There will be 2 mid-term exams. They are test-type exams and will be sat on weeks 9 and 17.

All dates and activities deadlines can be consulted and verified in Pla de desenvolupament.

## Pla de desenvolupament de l'assignatura

	<b>Tuesday</b> <b>15:00-17:00</b> <b>(0.35 FDE)</b> <b>(sakai &gt; Recursos &gt; Units)</b>	<b>Thursday</b> <b>18:00-20:00</b> <b>(0.34 FDE)</b> <b>(sakai &gt; Recursos &gt; Units)</b>	<b>Autonomous learning (sakai &gt; Recursos &gt; Grammar focus) and out-of-class activities (sakai &gt; Activitats)</b>
<b>Week 1</b> (15/09 – 19/09)	16/09 <i>Introduction to the subject</i> · Presentation and Oral practice	18/09 <i>Unit 1: Living in a city</i> · Reading (and listening) comprehension (How does your city make you feel alive?) - sakai - Recursos > Units > Unit 1) · Listening and speaking -- sakai - Recursos > Units > Unit 1	<b>HOMEWORK:?</b> Take a series of photos of the city where you live (usb pen memory) and make then into a slideshow. Next week you'll take turns to show your photos in class and say what <i>things you like</i> about your city. Imagine you are a tourist guide and show a visitor to the city for the first time and you give him/her a tour
<b>Week 2</b> (22/09 –26/09)	23/09 - Speaking (in front of the class): Presentation of your city <i>Unit 1 : Living in a city</i> · Grammatical structures, use of English and vocabulary: auxiliary verbs, present tenses and future forms. sakai > Recursos > Activitats > Unit 1)	25/09 <i>Unit 1: Living in a city</i> - Writing skills: paragraphs. Warm-up activity for 1st writing (Portfolio activity)	sakai > Grammar focus > Unit 1). <b>Prepare 1st writing.</b> Write a report on how your/a city has evolved since you were a child/in the last few years and upload in sakai > Activitats > Activity 1. Extension: 100-150 words maximum.
<b>Week 3</b> (29/09 –3/10)	30/10 <i>Unit 2: Right and Wrong</i> - Error and mistakes in language learning: typical errors - Listening and Speaking (sakai > Recursos > Units > Unit 2)	2/10 <i>Unit 3: Land and Sea.</i> - Reading and listening comprehension: Amazing Ocean Facts. · Grammatical structures, use of English and vocabulary: questions review, narrative tenses, present perfect simple and continuous and past simple (sakai > Recursos> Units > Unit 2 and 3)	(sakai > Recursos > Grammar focus > Unit 2 and 3). <b>Debate 1.</b>

<p>Week 4 (6/10 – 10/10)</p>	<p>7/10 <i>Unit 3: Land and Sea.</i> · Writing an email to a friend. Brainstorming in pairs and preparing the 2nd writing.</p>	<p>9/10 HOW TO MAKE AN ORAL PRESENTATION (slide projection)</p>	<p><b>Prepare 2nd writing.</b> Write an email to a friend about a holiday destination you have been recently and upload in sakai &gt; Activitats &gt; Activity 2.</p>
<p>Week 5 (13/10 – 17/10)</p>	<p>14/10 <i>Unit 4: Magical places</i> - <i>Correction of activities (Unit 1)</i> - Listening (scanning and listening for the gist) about people's opinions and feelings. Descriptions and narration of events. - Grammatical structures, use of English and vocabulary: modals, impersonal passives</p>	<p>16/10 <i>Unit 4: Magical places</i> - Listening and speaking: Comments on two guide books (p. 50). - Activities (in class) from Recursos &gt; extra_activities - Writing skills: connecting sentences and expressing complex thoughts.</p>	<p>sakai &gt; Recursos &gt; Grammar focus (Unit 4) <b>Debate 2.</b> Make your contribution to the debate, as you know, it is taken into account as Active participation.</p>
<p>Week 6 (20/10 – 24/10)</p>	<p>21/10 - <i>Correction of activities (Unit 2)</i> and extra-activities in class - Vocabulary and listening.</p>	<p>23/10 - Revision of grammar activities of the first 4 units of the textbook. - Listening and speaking practice.</p>	<p><b>Prepare 3rd writing.</b> You have been asked by a tourism agency to write a short text in English about a place with magical powers or a legend that you know. If you can't think of a real place, then invent one. Upload in Activitats.</p>
<p>Week 7 (27/10 – 31/10)</p>	<p>27/10 <i>Comments and corrections of your Writings 1, 2 and 3</i></p>	<p>30/10 <i>Mid-term exam practice</i></p>	
<p>Week 8 (3/11 – 7/11)</p>	<p>4/11 Oral presentation 1 (individual)</p>	<p>6/11 Oral presentation 1 (individual)</p>	<p><b>Debate 3.</b> Make your contribution to the debate, as you know, it is taken into account as Active participation.</p>

<p><b>Week 9</b> (10/11 – 14/11)</p>			
<p><b>Week 10</b> (17/11 – 21/11)</p>	<p>18/11 -Oral presentation 1 (individual)</p>	<p>20/11. Midterm exam</p>	
<p><b>Week 11</b> (24/11 – 28/11)</p>	<p>25/11 <i>Unit 6. Power and money.</i> - Grammatical structures, use of English and vocabulary: the passive voice, sayings about money</p>	<p>27/11 <i>Unit 6. Power and money.</i> - Writing skills: giving reasons and describing consequences.</p>	<p><b>Prepare 4th writing.</b> Write an article for a magazine or website about your personal experience in a holiday trip. Include some of the features of a good article. Upload in Activitats.</p> <p>sakai - <b>Grammar focus (Unit 6)</b></p>
<p><b>Week 12</b> (1/12 – 5/12)</p>	<p>2/12 <i>Unit 7. Rhyme and reason</i> - Brainstorming advertising expressions. Vocabulary and expressions, listening and speaking. - Grammatical structures, use of English and vocabulary: reported statements and questions - Dealing with telephone problems. Booking transport, hotels and restaurants.</p>	<p>4/12 <i>Unit 8. Dreams and Reality</i> - Writing a formal letter of complaint. Complaint emails.</p>	<p>sakai - <b>Grammar focus (Unit 7)</b></p>
<p><b>Week 13</b> (8/12 – 12/12)</p>	<p>9/12 <i>Unit 8. Dreams and Reality</i> - Grammatical structures, use of English and vocabulary: conditional structures</p>	<p>11/12 <i>Unit 9. Rise and fall</i> - Grammatical structures, use of English and vocabulary: phrasal verbs. - Writing a proposal: reading and instructions</p>	<p>sakai - <b>Grammar focus (Unit 8 and 9)</b> <b>Prepare 5th writing.</b> Think about something that you would like to complain about, e.g. an item you have bought, poor service, or unsatisfactory facilities. Upload in Activitats.</p>

<p>Week 14 (15/12 – 19/12)</p>	<p>16/12 <i>Unit 10. Tears and Laughter</i> - Speaking and Listening on humour. - Reading and speaking on comedy performances around the world</p>	<p>18/12 <i>Unit 10. Tears and Laughter</i> - Grammatical structures, use of English and vocabulary: defining and non-defining relative clauses.</p>	<p><b>Prepare 6th writing.</b> Write a proposal for improving student facilities on the UdL university campus to make it more attractive for international students to choose the UdL as their university of choice. Upload in Activitats. sakai - <b>Grammar focus (Unit 10)</b></p>
<p>Christmas break: 22/12/2014 to 6/01/2015</p>			
<p>Week 15 (7/1 – 9/1)</p>	<p>6/01 NON-TEACHING DAY</p>	<p>08/01 <i>Final Exam practice</i></p>	
<p>Week 16 (12/1 – 16/1)</p>	<p>13/01 Oral presentation in class (group)</p>	<p>15/01 Oral presentation in class (group)</p>	
<p>Week 17 (19/1 – 23/1)</p>	<p><b>19 January 2015, Monday, from 17:00-19:00. Room -1.04. 2ND MIDTERM EXAM</b></p>		
<p>Week 18 (26/1 – 30/1)</p>	<p>27/01</p>	<p>29/01</p>	<p>Exams period</p>
<p>Week 19 (2/2 – 6/2)</p>	<p>3/02</p>	<p>5/02</p>	<p>Exams period</p>

## Sistema d'avaluació

### Block A = 30%

2 mid-term test-type exams (15% each exam)

Dates:

1st mid-term exam: Week 9 (Thursday, 13 November 19:00-21:00). Room -1.04 FDE

2nd mid-term exam: Week 17 (Monday, 19 January 16:00-19:00). Room -1.04 FDE + Resit 1st mid-term exam. Room -1.04 FDE

### Block B = 30%

Oral presentation in class (15% each, individual and group)

Dates:

1st oral presentation (individual): Week 8 (4 and 6 November 2014, in our usual classroom)

2nd oral presentation (group): Week 16 (13 and 15 January 2015, in our usual classroom)

Criteria:

1) Depth and clarity of analyses (40%)

2) Technical quality of the powerpoint (25%)

3) Appropriate oral delivery- fluency, pronunciation, improvisation (35%)

### BLOCK C = 25%

Portfolio - 6 Assignments (Writing activities) uploaded in sakai > Activitats

Deadlines:

Activity 1 - 26 September 2014

Activity 2 - 10 October 2014

Activity 3 - 24 October 2014

Activity 4 - 21 November 2014

Activity 5 - 5 November 2014

Activity 6 - 19 November 2014

### BLOCK D = 15%

Active attendance and participation in class (from October)

- Attendance: 7.5% (from October): Attendance list should be signed in class

- Active participation: 7,5% (from October): Contribution to the Debats. You will be notified from sakai > Anuncis. Full mark will be awarded to those of you who participate in AT LEAST 4 debates (there will be 5 debates altogether). See details in Pla de desenvolupament.

## Bibliografia i recursos d'informació

### Llibre de referència i exercicis

Clandfield, L. & Robb, R. *Global English Upper Intermediate Coursebook*. Macmillan, 2011.

#### Diccionaris

*Longman Wordwise Dictionary. (Pre-intermediate – Intermediate). Longman.*

*Longman Active Study Dictionary. (Intermediate). Longman.*

*Cambridge Learner's Dictionary. Cambridge University Press.*

*Macmillan English Dictionary. Macmillan.*

*The Oxford English Dictionary. Oxford University Press.*

*Collins Spanish-English Dictionary. Collins.*

#### Diccionaris d'anglès turístic

Beaver, A. *A Dictionary of Travel and Tourism Terminology*. Wallingford: CABI Pub., 2005.

Collins, Verité Reily. *The Tourism Society's Dictionary for the Tourism Industry*. Wallingford, UK; Cambridge, MA: CABI, 2008.



*Dictionary of Leisure, Travel and Tourism*. London: Bloomsbury, 2005.

Alcaraz, E., et al. *Diccionario de términos de Turismo y de Ocio. Inglés-Español, Spanish-English*. Barcelona: Ariel. 2000.

Deltoro, C. *Diccionario Turístico inglés-español*. Barcelona: Laertes. 2000.

Gallego, J. F. y Melendo, R. *Diccionario de Hostelería: Hostelería y Turismo, Restaurante y Gastronomía, Cafetería y Bar*. I.b.d.1997.

Harris, R. and Howard, J. *A Dictionary of Travel, Tourism and Hospitality: Terms*. Melbourne: Hospitality Press. 1996.

Medlik, S. *Dictionary of Tourism, Travel and Hospitality*. Oxford: Butterworth-Heinemann. 2003.

Montaner, J. *Diccionario de Turismo*. Madrid: Síntesis. 1998.

## RECURSOS ONLINE

### Exercicis interactius

GrammarAquarium <<http://perso.wanadoo.es/autoenglish/freeexercises.htm>>

University of Victoria, British Columbia, Canada: English Language Centre, Study Zone <<http://web2.uvcs.uvic.ca/elc/studyzone/grammar.htm>>

English in Context <<http://smccd.net/accounts/sevas/esl/gramcheck/>>

Smic <[http://www.smic.be/smic5022/interactive\\_exercises\\_light.htm](http://www.smic.be/smic5022/interactive_exercises_light.htm)>

Isabel's ESL site <<http://www.isabelperez.com/grammar.htm#Grammar>>

ESLBlues <<http://www.collegeem.qc.ca/cemdept/anglais/trouindx.htm>>

Gallaudet's ESL lessons <<http://depts.gallaudet.edu/ESL/>>

Non Stop English <<http://www.nonstopenglish.com/>>

English learner <<http://www.englishlearner.com/>>

englisch-hilfen.de <[http://www.englisch-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm)>

Road to Grammar <<http://www.roadtogrammar.com/index.swf>>

Englishpage.com <<http://www.englishpage.com/>>

University of Victoria ELC Study Zone <<http://web2.uvcs.uvic.ca/courses/elc/studyzone/grammar.htm>>

Learn English – British Council <<http://learnenglish.britishcouncil.org/en/grammar-exercises>>

### Diccionaris online

Encarta <<http://encarta.msn.com/encnet/features/dictionary/dictionaryhome.aspx>>

Cambridge dictionaries online <<http://dictionary.cambridge.org/>>

Ask Oxford <<http://www.askoxford.com/>>

Oxford Advanced Learner's dictionary <<http://www.oup.com/elt/oald/>>

Home Travel Agency <<http://www.hometravelagency.com/dictionary/ltre.html>>

Answers.com <<http://www.answers.com/>>

MacmillanDictionary Online <<http://www.macmillandictionary.com/>>

WordReference.com <<http://www.wordreference.com/>>

### Secció TRAVEL de diaris online

TheTimes <<http://travel.timesonline.co.uk>>

Telegraph <<http://www.telegraph.co.uk/travel>>

TheGuardian <<http://www.guardian.co.uk/travel>>

### Video and audio online

TelegraphTV – Video - TV News Now <<http://www.telegraph.co.uk/portal/popup/tv/tvnewsnow.jhtml>>

BBC – Learning English – Watch and Listen <<http://www.bbc.co.uk/worldservice/learningenglish/multimedia/index.shtml>>