



Universitat de Lleida

DEGREE CURRICULUM

ENGLISH I

Coordination: SABATÉ DALMAU, MARIA

Academic year 2016-17

Subject's general information

Subject name	ENGLISH I			
Code	102604			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Typology	Modality
	Double bachelor's degree: Degree in Business Administration and Management and Degree in Tourism (ADETUR)	1	COMMON	Attendance-based
	Bachelor's Degree in Tourism	1	COMMON	Attendance-based
ECTS credits	6			
Groups	1GG			
Theoretical credits	0			
Practical credits	0			
Coordination	SABATÉ DALMAU, MARIA			
Department	ANGLES I LINGÜÍSTICA			
Important information on data processing	Consult this link for more information.			
Language	Anglès			
Office and hour of attention	FDE Despatx 0.06			

Professor/a (s/es)	Adreça electrònica professor/a (s/es)	Crèdits	Horari de tutoria/lloc
GUARDIOLA PASTOR, MARIA INÉS	aguardiola@dal.udl.cat	6	Office 0.07 (FDET) Thursday from 12:30-13:30 or by previous appointment

Subject's extra information

Suggestions

It is recommended that students have achieved an A2 English language level according to the Common European Framework of Languages.

Learning objectives

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.

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:

1. "understanding of the principals of tourism and of its different dimensions"
2. strategic competences
3. "correct oral expression"
4. "knowledge and dominion of English as a foreign language"
5. "command of the new technologies"

Subject contents

See the student book

Methodology

English I (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).

Development plan

English I (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.

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Evaluation

Students will be assessed by a continuous evaluation system. The final mark must be at least 50 out of 100 and it is compulsory to pass the final exam in order to pass the subject.

This final mark will be the proportional addition of the following partial marks:

Final exam (grammar, vocabulary, witting and listening comprehension): 40%

Individual oral presentation: 15%

Group Oral activity: 10%

Essays (2): 20%

Reading exam: 10%

Attendance: 5%

Further Explanations

* Plagiarism, of any type, or any other fraudulent mechanism used for an activity will mean a zero in the evaluating activity, as it is established in the article 3.1 of the Evaluating Regulations of the UdL.

* If a student plagiarizes twice s/he will immediately fail the course

* The evaluating activities will be carried out in the classroom.

* This subject will be conducted in English.

* There will be a remedial exam for the final exam as it has a percentage over 30% of the final mark.

* If a student can demonstrate by certificates or other official documents that he/she was not able to attend the different activities of the continuous assessment for reasons of work, second or further registration of the subject or illness; then he could attend to a final exam including all the contents and competences developed in the course with the option of a remedial exam in case he/she fails the previous exam. The student will have to apply for this evaluating modality with the corresponding documents before the third week after the beginning of the subject. There will not be any modification after that application.

Bibliography

Student Book

Stephenson , Helen et al. , *Life B1+ Split Edition A*.

National geographic / Cengage Learning

Reader

Coleen Degnan-Veness and Chantal Veness. The United States of America. Macmillan Readers.

Level: Pre-intermediate

The United States of America (USA) is a very big country. People have big dreams, too. Everyone wants to live “the American Dream” – the idea that anyone who works hard can become successful and rich. Many have gone to the USA hoping they will become one of the lucky ones.

Millions of visitors go to the USA every year and many people return again and again. This book will take you on a journey from the discovery of the New World over 500 years ago to the present day. From the wild forests to the busy cities, welcome to the United States of America – home of the movie industry, baseball, technology giants Microsoft and Apple, and some of the world’s most famous civil rights leaders.

- **Dictionaries:**

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.

- **English for tourism dictionary:**

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. l.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.

- **Online resources**

- o **Interactive exercises**

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>

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>

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>>

- o **Online dictionaries:**

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/>>

- o **Online newspaper TRAVEL section**

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

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

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

o **Online video and audio:**

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

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