



Universitat de Lleida

# DEGREE CURRICULUM **ENGLISH II**

Coordination: DIERT BOTÉ, IRATI

Academic year 2021-22

Subject's general information

<b>Subject name</b>	ENGLISH II			
<b>Code</b>	102615			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Tourism	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Business Administration and Management and Degree in Tourism (ADETUR)	2	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in Geography and Bachelor's degree i Tourism	2	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	DIERT BOTÉ, IRATI			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	Face-to-face teaching: 60 hours Autonomous work: 90 hours			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			
<b>Distribution of credits</b>	6 ECTS (GG)			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CALVET TERRÉ, JÚLIA	julia.calvet@udl.cat	4	Office 0.08 FDET Tutorial: previous appointment by email
DIERT BOTÉ, IRATI	irati.diert@udl.cat	2	Office 0.08 FDET Tutorial: previous appointment by email

## Learning objectives

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

## Competences

CG4 To be able to work and learn in an autonomous way and at the same time to adequately interact with others through cooperation and collaboration.

CE7 To know and master foreign languages.

CT2 To know and master English as a foreign language.

CT3 To master ICT.

CT4 To respect and develop Human Rights, democratic principles, principles of equality between women and men, and the values of a culture of peace and the other democratic values.

## Subject contents

The subject will follow these two text books:

- (1) Strutt, P. (2013). **English for international tourism: Intermediate coursebook**. Harlow: Pearson Education Limited. (Same book as in English I)
- (2) Strutt, P. (2013). **English for international tourism: Upper Intermediate coursebook**. Harlow: Pearson Education Limited. (Same book as in English III).

The units will be the following:

### Intermediate Coursebook:

- Unit 7: Cultural tourism
- Unit 8: Running a hotel
- Unit 9: Customer service
- Unit 10: Business travel

### Upper Intermediate Coursebook:

- Unit 1: Trends in tourism
- Unit 2: Get the message
- Unit 3: Hotel branding

## Methodology

### Modality:

This subject will be taught through face-to-face teaching, although given the exceptional situation of the COVID19 pandemic, it could be changed to a hybrid or fully online modality if needed.

## Development plan

The sequencing of the units is illustrative and the teachers reserve the right to modify it.

SESSIONS (TUESDAY) 9:00h-13:00h (break 30')	ACTIVITY	PROFESSOR
8 February	Unit 7 (int.)	Júlia
15 February	Units 7 & 8 (int.)	Júlia
22 February	Unit 8 (int.)	Júlia
1 March	Unit 9 (int.)	Júlia
8 March	Unit 9 (int.)	Júlia
15 March	Unit 10 (int.)	Júlia
22 March	Unit 10 (int.)	Júlia
29 March	Unit 1 (upper-int.)	Júlia
5 April	<b>Mid-term exam Writing 1</b>	Júlia
19 April	<b>Oral presentation 1</b>	Júlia

## Evaluation

Students will be assessed by a continuous evaluation system. The final mark must be **at least 50 out of 100** in order to pass the subject. This final mark will be the proportional addition of the following partial marks:

- Mid-term exam

26 April	Unit 1 (upper-int.)	Irati	(grammar, vocabulary, reading and listening comprehension): 20%
3 May	Unit 2 (upper-int.)	Irati	
10 May	Unit 2 (upper-int.)	Irati	
17 May	Unit 3 (upper-int.)	Irati	
24 May	Unit 3 (upper-int.)	Irati	
June (evaluative period, June 13)	<b>Final exam</b> <b>Reading exam</b> <b>Writing 2</b> <b>Oral presentation 2</b>	Both	• Final exam (grammar, vocabulary, reading and listening comprehension): 20% • Oral presentations:
*Evaluative tests will be taken onsite as long as the current situation allows it.			• Oral presentations:

30% (15%+15%)

- Writing exams: 20% (10%+10%)
- Attendance and participation: 10%

The evaluation criteria and the detailed information of each of the activities will be published with sufficient time so that the student can make use of them before the realization and delivery of the activity.

Students who can document the impossibility of taking any of the tests on the established dates may opt for another date.

## CLARIFICATIONS:

### Plagiarism and fraud:

Plagiarism, of any other fraudulent mechanism used for an activity will mean a zero (0) in the evaluating activity, as it is established in the article 3.1 of the Evaluating Regulations of the UdL. Any activity that includes evidence of plagiarism will receive a grade of zero (0). Students who plagiarize or copy more than once will obtain the final grade of FAIL in the subject.

According to art. 3.1 of the UdL assessment regulations, the student may not use, in any case, during the performance of the assessment tests, unauthorized means or fraudulent mechanisms. The student who uses any fraudulent means related to the test and/or carries unauthorized electronic devices will have to leave the examination or the test, and will be subject to the consequences foreseen in these regulations or in any other internal regulations of the UdL.

Students who submit exercises that are of dubious authorship must take a similar test in the presence of the teacher. In the event that the result proves a different level from what the student has shown in the first test, the teacher may decide to apply the grade of the face-to-face test or any other that includes a penalty.

### Alternative assessment:

If a student can demonstrate by certificates or other official documents that he/she was not able to attend the activities of the continuous assessment for reasons of work at the specific timetable of the subject, second or further registration of the subject and schedule coincidence, or illness, s/he could attend to a final exam including all the contents and other tasks about the competences developed in the course. 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. Once accepted their application, the student will have a meeting with the teacher of the subject to talk about the alternative assessment.

### Remedial exam and 'no presentat':

There will be no remedial exam for any activity as they all have a percentage under the 30% of the final mark.

The final qualification will not be NO PRESENTAT in case the student failed the subject having attended/handed in assessment activities over 30% of the final mark, attendance included.

## Bibliography

### Compulsory bibliography:

#### COURSEBOOKS:

- Strutt, P. (2013). *English for international tourism: intermediate coursebook*. Harlow: Pearson Education Limited.
- Strutt, P. (2013). *English for international tourism: upper intermediate coursebook*. Harlow: Pearson Education Limited.

### Recommended bibliography:

- Eastwood, J. *Oxford Practice Grammar*. Oxford University Press, 2008
- Hewings, M. *Grammar in Use With Answers*. Cambridge University Press, 2005.
- Jacob, M and Strutt, P. *English for International Tourism*. Longman, 2011
- Murphy, R. *Essential Grammar in Use with Answers*. Cambridge University Press, 2013
- Porter, D. *Check your English for Academic Purposes*. London: Peter Collin, 2001.

### 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.

### Tourism English dictionaries:

- 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. 1997.
- Montaner, J. *Diccionario de Turismo*. Madrid: Síntesis. 1998.

### Online resources or interactive exercises

You will find all the online resources at <https://www.symboloo.com/shared/AAAAAXpDMigAA41-4Vs4yg==>