



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 281007 **Name:** English. Specific English

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: 4) Instrumental knowledge module

Subject Matter: English. **Type:** Basic Formation

Field of knowledge: Basic Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught:

Lecturer/-s:



Module organization

4) Instrumental knowledge module

Subject Matter	ECTS	Subject	ECTS	Year/semester
English.	6,00	English. Specific English	6,00	1/2
Social Skills and group dynamics	6,00	Social Skills and Group Dynamics	6,00	3/1
New Technologies Applied to Physical Activity.	6,00	New Technologies Applied to Physical Activity	6,00	1/1

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Students will be able to use English grammar at intermediate level.
- R2 Students will be able to read texts written in English related to Physical education and sports and to understand them satisfactorily.
- R3 Students will be able to write documents in English, using mechanisms of coherence and cohesion at the intermediate level.
- R4 Students will be able to understand an English intermediate level conversation, radio, etc. on Physical Education and Sports issues and answer about this record.
- R5 Students will be able to communicate oral and written information and ideas on abstract and concrete issues making a minimum of errors which do not impede the listener's understanding.
- R6 Students will be able to have a multicultural vision by learning from other traditions and cultures, for whom English is the common communication too.
- R7 The student will be able to understand an intermediate level conversation, radio program, etc ... in English language related to topics of Physical Activity Sciences and Sports and to answer information about this recording.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understanding scientific literature in English and other important languages widely used in the scientific field achieving a good management of information	x			
CG4	Transmit any information regarding the contents of body expression both in writing and orally				x
CG6	Develop interpersonal skills and teamwork, both international and domestic contexts and in interdisciplinary teams and non-interdisciplinary	x			
CG7	Be capable of critical reasoning using the knowledge gained	x			
CG8	Being able to recognise multicultural and diverse environment		x		
CG10	Develop skills to adapt to new situations and autonomous learning				x
CG11	Develop skills for creativity, initiative and entrepreneurship	x			
CG13	Being able to apply theoretical knowledge in practice				x
CG16	Understanding other specialists proposals and communicating with them both in the student's own language and in a foreign language		x		
CG17	Learn about other cultures and customs and be able to adapt its activities to them	x			



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R7	60,00%	Written/oral and/or practical tests.
R1, R2, R3, R4, R5, R6, R7	20,00%	Participation and self-assessment.
R1, R4, R5, R6	20,00%	Oral exhibition of individual and / or group works.

Observations

First enrolment: It is necessary to pass the written exam with a mark of 5 or above (out of 10) and the average mark of all the parts be equal or above 5. In the event of failing to pass the written exam with a 5, but getting a total of 5 or above, the final mark granted will be a 4.5.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exhibition of contents by the teacher.
- M2 Dynamics and group activities.
- M3 Resolution of problems and cases.
- M5 Discussion in small groups.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
PRACTICAL /SEMINAR CLASS: Dynamics and group activities. Resolution of problems and cases. Laboratory practices. Data search in a computer room, library... Meaningful construction of knowledge through the interaction and activity of the student M2, M3, M5	R1, R2, R3, R4, R5, R6, R7	35,00	1,40
TUTORY: Learning supervision, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of schemes and indexes of the proposed works. M5	R1, R2, R3, R4, R5, R6, R7	2,00	0,08
EVALUATION: Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final project. M2, M3	R1, R2, R3, R4, R5, R6, R7	2,00	0,08
THEORETICAL CLASS: Presentation of content by the teacher. Competency analysis. Demonstration of skills, abilities and knowledge in the classroom. M1, M2, M5	R1, R2, R3	20,00	0,80
TOTAL		59,00	2,36



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. M2, M3	R4, R5, R6	21,00	0,84
AUTONOMOUS WORK: Study, Individual preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. Platform activities or other virtual spaces. M3	R1, R2, R3, R4, R5, R6, R7	70,00	2,80
TOTAL		91,00	3,64



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UD I	General Part: LIFE. Grammar: Question forms, past simple, making conversation. Specific English: THE BODY AND ITS BASIC MOVEMENTS AND ACTIONS.
UD II	General part: WORK. Grammar: Present simple and Present continuous, adverbs of frequency and expressing likes/dislikes. Specific English: HEALTH, ILLNESS AND INJURIES.
UD III	General part: TIME OUT. Grammar: Present continuous/be going to for future, questions without auxiliaries and making a phone call. Specific English: MOST POPULAR SPORTS: GENERAL CHARACTERISTICS, ACTIONS, PLACES AND EQUIPMENT
UD IV	General part: GREAT MINDS. Grammar: Present perfect + ever/never, modals can, have to, must (obligation) and giving advice. Specific English: EXTREME SPORTS.
UD V	General part: TRAVEL. Grammar: Past simple and past continuous, verb patterns and asking for/giving directions. Parte específica: FOOTBALL, BASKETBALL AND TENNIS.
UD VI	General part: FITNESS. Grammar: Present perfect + for/since, modals may, might, will and seeing the doctor. Specific English: Revision of the contents studied in the course.



Temporary organization of learning:

Block of content	Number of sessions	Hours
UD I	5,00	10,00
UD II	5,00	10,00
UD III	5,00	10,00
UD IV	5,00	10,00
UD V	5,00	10,00
UD VI	4,50	9,00



References

BASIC BIBLIOGRAPHY:

Clare, A. and Wilson, J.J. (2012). Speakout Pre-intermediate. Students' Book (with DVD / Active Book) & MyLab. Nueva York, Estados Unidos: Pearson, Longman. ISBN: 9781408276082

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COMPLEMENTARY BIBLIOGRAPHY:

Brook-Hart, G. (2008). Complete First Certificate: Student's Book with answers with CD-ROM. Cambridge, Reino Unido: Cambridge University Press.

Deuter, M. (Ed.). (2008). Oxford collocations dictionary: for students of English. Oxford University Press.

Doff, A., Thaine, C., Puchta, H., Stranks, J., y Lewis-Jones, P. (2016) Cambridge English empower pre-intermediate combo A with online assessment. Cambridge, Reino Unido: Cambridge University Press.

Evans, V., Dooley, J& Graham A. Career Paths: Sports. London: Express Publishing

Hashemi, L. and Thomas, B. (2008). Grammar for First Certificate. Cambridge, Reino Unido: Cambridge University Press.

Hashemi, L. & Thomas, B. (2006). Grammar for PET. Cambridge, Reino Unido: Cambridge University Press.

Hashemi, L. & Thomas, B. (2011). Grammar for PET: Self-study grammar reference and practice. Cambridge, Reino Unido: Cambridge University Press.

Heyderman, E. & May, P. (2011). Complete PET for Spanish Speakers: Student's Book. Cambridge, Reino Unido: Cambridge University Press.

McCarthy, M. & O'Dell, F. (1999). English Vocabulary in Use. Cambridge, Reino Unido: Cambridge University Press.

McCarthy, M. & O'Dell F. (2005). English Collocations in use: Intermediate. (13rd Ed.). Cambridge: CUP.

Murphy, R. (2014). English Grammar in Use with Answers: A Self-Study Reference and Practice Book for Intermediate Students of English. Cambridge, Reino Unido: Cambridge University Press.



Redston, C. & Cunningham, G. (2014). Face2face Intermediate Student's Book with DVD-ROM. Cambridge, Reino Unido: Cambridge University Press.

Tims, N. & Redston, C. & Cunningham, G. (2014). face2face Intermediate Workbook with Key. Cambridge, Reino Unido: Cambridge University Press.

WEBSITES:

<http://eurochance.brailcom.org/courses/intermediate-en/unit07.es.html> [unidad Aprendizaje: English for Sports]

<http://iteslj.org/v/ei/sports.html> [quiz sobre deportes]

http://esl.about.com/od/intermediatelevelquizzes/a/sports_location_quiz_3.htm [vocabulario sobre fútbol]

<http://learnenglish.britishcouncil.org/en/word-games/tennis> [vocabulario sobre tenis]

<http://www.usingenglish.com/quizzes/336.html> [quiz sobre deportes]

<http://iteslj.org/v/ei/body.html> [quiz sobre el cuerpo]

<http://a4esl.org/q/h/vc-body-lb.html> [quiz sobre el cuerpo]

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv194.shtml> [vocabulario sobre partes del cuerpo]

<http://www.netfit.co.uk/stretching.htm> [guía de ejercicios y salud]

<http://www.lingolex.com/football.htm> [vocabulario de fútbol en inglés]

<http://www.englishclub.com/vocabulary/sports-football.htm> [breve historia del fútbol y vocabulario en inglés]

<http://www.world-english.org/football.htm> [test sobre fútbol]

<http://www.uefa.com/competitions/UCL/news/Kind=1/newsId=365517.html> [noticias de la UEFA]

<http://www.fifa.com/en/index.html> [noticias de la FIFA] <http://news.bbc.co.uk/sport/> [noticias de deportes] <http://www.thetimes.co.uk/tto/health/> [noticias de salud]

<http://www.theguardian.com/lifeandstyle/health-and-wellbeing> [noticias de salud y ejercicio]

<http://www.telegraph.co.uk/news/health/> [noticias de salud]



<http://www.bbc.co.uk/worldservice/learningenglish/talkingsport/> [vídeos sobre deportistas]

<http://www.cbssports.com/tennis/story/6145343> [noticias sobre deportes]

<http://news.bbc.co.uk/sport1/hi/academy/default.stm> [vídeos con consejos de deportistas]

http://news.bbc.co.uk/sport1/hi/other_sports/basketball/default.stm# [noticias sobre baloncesto]

<http://www.quia.com/jq/45031.html> [quiz sobre baloncesto]

<http://www.funtrivia.com/quizdetails.cfm?quiz=114518> [quiz sobre baloncesto]

http://news.bbc.co.uk/sport1/hi/other_sports/swimming/default.stm [noticias y vídeos sobre natación]

<http://a4esl.org/q/h/mc-jb-skysports.html> [quiz sobre ala-delta y parapente]

<http://www.fitnessindustryeducation.com/> [información sobre formación en el ámbito de fitness]

<http://www.swimmingworldmagazine.com/Default.asp> [artículos y vídeos relacionados con natación]

<http://www.bbc.co.uk/learningenglish/english/> [explicaciones y ejercicios de gramática y vocabulario en inglés]

<http://www.revista-apunts.com/en/> [artículos de investigación sobre Ciencias del Deporte]

<https://www.ewacmedical.com/files/555nd5te6.pdf> [artículo de investigación sobre Ciencias del Deporte]

<https://goo.gl/M5r7Ls> [artículo de investigación sobre Ciencias del Deporte]

<http://www.visualdictionaryonline.com/sports-games.php>



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: