


Updated On	2024/02/29																															
Curricular Year / Period	2023/24 / S2																															
Course	Tourism																															
Curricular Unit	English II																															
Language(s) of Instruction	English Portuguese																															
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>100</td> <td>0</td> <td>7.5</td> <td>45</td> <td>0</td> <td>0</td> <td>0</td> <td>7.5</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	4	100	0	7.5	45	0	0	0	7.5	0	0
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		T	TP	PL	S	TC	E	O	OT	EC																						
4	100	0	7.5	45	0	0	0	7.5	0	0																						
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Teresa De Jesus Soares Coelho / teresa.coelho@ipportalegre.pt																															
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Students have at least the B1.1 level of English of the CEFR, which is the first semester minimum level of the Tourism course.																															
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>This course is divided into 4 semesters in which tourism topics are approached each time broadening the subjects and going deeper into the specificity of the hospitality industry. In this second semester, and in a general basis, students will be able to:</p> <ul style="list-style-type: none"> - demonstrate professional skills such as designing tours, marketing destinations, offering advice, negotiating, writing emails and speaking to groups; - describe different kinds of tourism activities, transport solutions, and accommodation; - reveal language awareness through the integrated use of grammar and professional skills; - use the specialized vocabulary needed by tourism professionals; - use language skills in realistic case studies that reflect issues in the tourist industry today. <p>These skills will be fostered and evaluated by the end of the semester at level B1.2 of the CEFR. Possible contexts:</p> <ul style="list-style-type: none"> - Transport and travel - Air travel - Hotel operations - Accommodation - Destinations <p>B1.2/ B2.1. level CEFR - students at this level can</p> <ul style="list-style-type: none"> - take part in specific conversations in the tourism context; - extract information from written documents & understand most of the general meaning of lectures, meetings, TV programs about travel and tourism subjects; - talk and read about a wide number of subjects using appropriate tourism vocabulary and fairly correct, if basic, grammar; - confidently use the main tenses, and begin to use phrasal verbs, modal verbs, and such like; - talk with an understandable pronunciation and, if tone and style are not refined yet, there is an awareness of pronunciation and what it entails. <p>Generally speaking, students are able to understand the main ideas of a fairly complex text and can interact with a degree of spontaneity in a tourism context, but sometimes have trouble with complex grammar items and some specific vocabulary, out of the tourism context.</p>																															
Sustainable Development Goals																																
Syllabus	Professional practice - By the end of this course students should be able to: Deal with the public																															

	<p>Deal with difficult passengers Check-in and out Deal with complaints Develop a destination Offer advice</p> <p>Vocabulary Transport and travel Airport facilities Giving directions Housekeeping supplies Refurbishment, furniture and fittings Checking a hotel bill Types of accommodation Facilities and services Weather, climate Features and attractions</p> <p>Grammar Tense review: present and past tenses (simple and continuous) Multi-word verbs Modal verbs Present perfect vs past simple Nouns for verbs First conditional Articles</p>
<p>Teaching methodologies (including assessment)</p> <p><small>[Specify the types of assessment and the weights and evaluation criteria]</small></p>	<p>1 - Teaching methodologies</p> <p>The methodology follows a communicative approach with task-based elements and an inductive approach to grammar. All language skills will be practised. Within each lesson, focus and group dynamics will change and alternate between teacher explanation, individual, dyad and group work. The teacher corrects written works and gives personalised feedback to manifest difficulties during tutorial hours.</p> <p>2 - Period assessment</p> <p>Two written tests - Final Mark Value of Tests 40% Oral presentation - Final Mark Value 20% Class & Tutorial Contribution and Participation - Students will be assessed on their willingness to take risks and experiment with their English orally in lessons. This mark also reflects student motivation via the effort they put into contributing to the success of the classes. Final Mark Value 40%. As this is a practical subject, students must attend 75% of the classes.</p> <p>3 - Examination assessment</p> <p>The exam is composed of a written part (50%) and an oral part (50%). The methodology adopted follows a broadly communicative approach with task-based elements and an inductive approach to grammar.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>DALE, G. (2019). Pearson BTEC National Travel and Tourism. Pearson. London. Pearson Education. DUBICKA, I. & M. O'KEEFFE. (2014). English for International Tourism - Pre-Intermediate. Harlow: Pearson Education. HARDING, K. & WALKER, R. (2007). Oxford English for Careers: Tourism 2. Students Book. Oxford: OUP. JONES, L. (1998). Welcome! English for the Travel and Tourism Industry. Cambridge: CUP. MORRIS, C. (2012). Flash on English for Tourism, Recanati: ELI. MURPHY, R. (2012). English Grammar in use. Cambridge: CUP. STRUTT, P. (2015). English for international tourism - Intermediate. Harlow: Pearson Education. STOTT, TRISH & ROD REVELL (2004). Highly Recommended. Oxford: OUP. WYATT, R. (2007). Check your English Vocabulary for Leisure, Travel and Tourism. London: A&C Black Publishers Ltd.</p> <p>English Language Learning Web Sites (examples) http://qualifications.pearson.com/en/qualifications/lcci.html http://www.learnenglishfeelgood.com</p>

<https://www.britishcouncil.org/english/learn-online>
<https://www.oxfordonlineenglish.com/free-english-lessons>
<https://english4hotels.com>
<https://www.fluentu.com>
<http://www.welcome-project.eu/home.aspx>

Newspapers
www.guardian.co.uk
www.telegraph.co.uk
www.independent.co.uk

Other websites:
www.ted.com
www.bbc.co.uk/radio
www.youtube.com/user/bbcnews
<http://unplugthetv.com/>

British Tourism websites:
www.visitbritain.org British national tourism agency.
www.marketingmanchester.com The agency promoting Manchester as a destination.
www.visit-york.org York - official information service. www.visiteastofengland.com The visitor website for the east of England. www.gov.uk/government/organisations/department-for-culture-media-sport Department for Culture, Media and Sport
www.abta.com Association of British Travel Agents.
www.takeoffintravel.com Advice and research for the travel trade

2 - Complementary Bibliography

Grammar + other sources:
 · ALEXANDER, L. G. (1997). Longman English Grammar. London: Longman.
 · LEECH, G. (1989). An A-Z of English Grammar and Usage. London: Longman.
 · MURPHY, R. (1994). English Grammar in Use, Second Edition (with Answers). Cambridge: CUP.
 · EASTWOOD, J. (2000). Oxford Guide to English Grammar. Oxford: Oxford University Press.
 · HARMER, J. (2007). The Practice of English Language Teaching, 4th edition, Harlow, Longman.
 · MCGOUGH, R. (1993). Defying Gravity, London, Penguin.
 · RICHARDS, J. (1985). Longman Dictionary of Applied Linguistics, Harlow, Longman.
 · RINVOLUCRI, FRANK and BERER (1983). Challenge To Think, Oxford, Oxford University Press.
 · SWAN, M. (2005). Practical English Usage, Oxford, Oxford University Press.
 · THORNBURY, S. and Luke Meddings (2001). Uncovering Grammar: Framework for Task Based Learning, Oxford, Macmillan Publishers.
 · --, (2009). Teaching Unplugged, Peaslake, Delta Publishing.

Special Situations
[Students with special status]

1 - Period assessment - Students with special status

Worker Students - Students with this statute have an obligation to attend and pass all tests and attend occasional tutorial sessions to show their independent progress. Failure to complete any work will influence the students' final marks. If their attendance has been insufficient, they will be given an oral test at the end of the semester which will replace the class contribution/participation mark.

2 - Examination assessment - Students with special status

Students with special needs will have the exams adapted to their specific case, all the other students follow the same exam rules mentioned above.