

Curricular Unit Form

(Document wating approval from Course Commission)



Curricular Year / Period Course Curricular Unit English IV English IV ECTS/tempo de trabatho (horas) T - Theoretical: TP - Theoretical and practical: LP - Laboratory Practice: S - Seminar; TG - Trutorial guidance; PV - Feldwork; T - Training; EC - Clinical teaching; O - Other hours synfield as Clinical training under the Directive 777455455C of June 27, adapte by Vineretive 2005/36/EC. Teacher in charge (cDPR consent) Perequisites [Confident United later warp presents and specific stelly orizonoconcers] Students have at least the B1.2 level of English of the CEFRL. Students are expected to obtain B2 level of CEFR: At this level students will be able to: - speak and understand well but still make some mistakes: - understand most of a radio or TV programme, presentation or lecture, with technical tourism information. This course is divided into 4 semesters in which tourism processes and going deeper into the specificity of the hospitality industry. In this last semester, the students will proficiently: - redocute a range of accurate language, clear to be understood by a listener; - demonstrate an understanding of the different types of travellers and tourism. Interest and the specificity of the hospitality industry. In this last semester, the students will proficiently: - redocute a range of accurate language, clear to be understood by a listener; - demonstrate an understanding of the different types of travellers and tourism, they will be students will proficiently: - recorded a sext or traveller and tourism industries demonstrate an understanding of the working toles of people in tourism industries demonstrate an understanding of the working toles of people in tourism industries tourism assertively in a variety of simulated practical tourism related tasks. These skills will be promoted and evaluated, at the end of the semester, at level B2. of the CEFL. Possible contexts: - Heritage - Tourism sustainability - Captionneys - Captionneys - All Research Profits and the seminary of the differ	Updated On	2024/02/2	 q										
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Sustainable Developemnt Goals Interpretation Interpr	[Description of the overall and specific objectives] [Knowledge, skills and	- speak an - write & u - understa information This cours the subject students of - produce - demonst travel and - demonst - use the sell - contribut These skill Possible cell - Heritage - Tourism - Gastronom	 speak and understand well but still make some mistakes; write & understand most texts, including simple essays; understand most of a radio or TV programme, presentation or lecture, with technical tourism information. 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 last semester, the students will proficiently: produce a range of accurate language, clear to be understood by a listener; demonstrate an understanding of the different types of travellers and tourists, the ways in which they travel and the types of accommodation available to them; demonstrate an understanding of the working roles of people in tourism industries. use the specialised language of the travel and tourism industry; understand/give information and/or instructions related to the tourism industry and act upon these or respond appropriately when required. contribute to and interact effectively in a variety of simulated practical tourism related tasks. These skills will be promoted and evaluated, at the end of the semester, at level B2. of the CEFL. Possible contexts: Heritage Tourism sustainability Gastronomy 										
Syllabus Professional practice By the end of this course students should be able to:		Ñ¥ŤŤ	ńÑ	PEACE, JUSTICE AND STRONG	1	ENT WORK AND NOMIC GROWTH	11 SUSTAIN AND CO	MABLE CITIES MIMUNITIES 1	3 CLIMATE ACTION	14	LIFE BELOW WATER		
	Syllabus	Profession	nal practic	e By the	end of th	is course	students	should be	e able to:				



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- Simulate work as a tour guide
- Design a museum exhibition
- Develop an eco-resort
- Chair a meeting
- Give feedback to co-workers and customers
- Plan new itineraries
- Understand contracts

Vocabulary

Describing a heritage site

Architecture

Guiding expressions

Tourism and community

Ecotourism

Verb + noun collocations

Culinary tourism

Describing food

Collocations with event

Event management

Festivals

Sports

Conferences

Contracts

Grammar

Review of grammar aspects previously studied

Talking about the past

Passive

Reporting verbs

Indirect speech

Relative clauses

Hypothetical situations

1 - Teaching methodologies

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-centered, individual, dyad and group work. To provide a structure for the individual, outside classroom work required from each student, we are asking students to keep a portfolio in English. A minimum number of entries is demanded and the written works are handed in for grading in a random, cyclical manner. The teacher corrects and analyses each individuals linguistic difficulties within the portfolio work and this personalised feedback forms the basis for tutorial work. Thus, each student has the opportunity to progress their linguistic development at their own rate and beyond, or within as the case may be, the content of this programme. Students will be advised of what they can do to improve their skills and how they can access materials most suitable for them.

Teaching methodologies (including assessment)

[Specify the types of assessment and the weights and evaluation criteria]

2 - Period assessment

One written test. Students must pass the test not to fail the subject. Final Mark Value of Test 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 lessons. Final Mark Value 40%

3 - Examination assessement

The exam is composed of a written part (50%) and an oral part (50%).

1 - Main Bibliography

Bibliography

DALE, G. (2019). Pearson BTEC National Travel and Tourism. Pearson. London. Pearson Education. HARDING, K. & WALKER, R. (2007). Oxford English for Careers: Tourism 2. Students Book. Oxford: OUP.

MORRIS, C. (2012). Flash on English for Tourism, Recanati: ELI.

MURPHY, R. (2012). English Grammar in use. Cambridge: CUP.

STRUTT, P. (2016). English for International Tourism Upper-Intermediate. Harlow: Pearson Education.



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MCCARTHY, M. & ODELL, F. (20017). English Vocabulary in Use Upper-Intermediate. Cambridge: CUP.

WYATT, R. (2007). Check your English Vocabulary for Leisure, Travel and Tourism. London: A&C Black Publishers Ltd.

English Language Learning Web Sites (examples)

http://qualifications.pearson.com/en/qualifications/lcci.html

http://www.learnenglishfeelgood.com

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.voutube.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.visityork.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

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. 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 (2009). Teaching Unplugged, Peaslake, Delta Publishing. Specific books or online documents are recommended during the semester.

1 - Period assessment - Students with special status

Special Situations

[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 course work will influence the students' final mark. 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 assessement - Students with special status

The exam is composed of a written part (50%) and an oral part (50%).