


Curricular Unit Form

(Document waiting approval
from Course Commission)

Updated On	2024/02/29																																
Curricular Year / Period	2023/24 / S2																																
Course	Tourism																																
Curricular Unit	English IV																																
Language(s) of Instruction	English																																
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>3</th><th>75</th><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></td><td></td><td>0</td><td>5.5</td><td>34</td><td>0</td><td>0</td><td>0</td><td>0</td><td>5.5</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								3	75	T	TP	PL	S	TC	E	O	OT	EC			0	5.5	34	0	0	0	0	5.5	0
ECTS	Total	Horas de contacto semestral																															
3	75	T	TP	PL	S	TC	E	O	OT	EC																							
		0	5.5	34	0	0	0	0	5.5	0																							
Teacher in charge (GDPR consent) [complete name, email]	Teresa De Jesus Soares Coelho / teresa.coelho@ipportalegre.pt																																
Prerequisites [Curricular Units that must precede and specific entry competences]	Students have at least the B1.2 level of English of the CEFRL.																																
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<p>Students are expected to obtain B2 level of CEFR. At this level students will be able to:</p> <ul style="list-style-type: none"> - 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. <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 last semester, the students will proficiently:</p> <ul style="list-style-type: none"> - 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. <p>These skills will be promoted and evaluated, at the end of the semester, at level B2. of the CEFL.</p> <p>Possible contexts:</p> <ul style="list-style-type: none"> - Heritage - Tourism sustainability - Gastronomy - Managing events 																																
Sustainable Development Goals																																	
Syllabus	Professional practice By the end of this course students should be able to:																																

Curricular Unit Form

(Document waiting approval
from Course Commission)

	<ul style="list-style-type: none"> - 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 <p>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</p> <p>Grammar Review of grammar aspects previously studied Talking about the past Passive Reporting verbs Indirect speech Relative clauses Hypothetical situations</p>
<p>Teaching methodologies (including assessment)</p> <p>[Specify the types of assessment and the weights and evaluation criteria]</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-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.</p> <p>2 - Period assessment</p> <p>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%</p> <p>3 - Examination assesement</p> <p>The exam is composed of a written part (50%) and an oral part (50%).</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>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.</p>

Curricular Unit Form

(Document waiting approval
from Course Commission)

	<p>MCCARTHY, M. & ODELL, F. (20017). English Vocabulary in Use Upper-Intermediate. Cambridge: CUP.</p> <p>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)</p> <p>http://qualifications.pearson.com/en/qualifications/lcci.html</p> <p>http://www.learnenglishfeelgood.com</p> <p>https://www.britishcouncil.org/english/learn-online</p> <p>https://www.oxfordonlineenglish.com/free-english-lessons</p> <p>https://english4hotels.com</p> <p>https://www.fluentu.com</p> <p>http://www.welcome-project.eu/home.aspx</p> <p>Newspapers</p> <p>www.guardian.co.uk</p> <p>www.telegraph.co.uk</p> <p>www.independent.co.uk</p> <p>Other websites:</p> <p>www.ted.com</p> <p>www.bbc.co.uk/radio</p> <p>www.youtube.com/user/bbcnews</p> <p>http://unplugthetv.com/</p> <p>British Tourism websites:</p> <p>www.visitbritain.org British national tourism agency.</p> <p>www.marketingmanchester.com The agency promoting Manchester as a destination.</p> <p>www.visitthetower.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</p> <p>www.abta.com Association of British Travel Agents.</p> <p>www.takeoffintravel.com Advice and research for the travel trade</p> <p>2 - Complementary Bibliography</p> <p>EASTWOOD, J. (2000). Oxford Guide to English Grammar. Oxford: Oxford University Press.</p> <p>HARMER, J. (2007). The Practice of English Language Teaching, 4th edition, Harlow, Longman.</p> <p>RINVOLUCRI, FRANK and BERER (1983). Challenge To Think, Oxford, Oxford University Press.</p> <p>SWAN, M. (2005). Practical English Usage, Oxford, Oxford University Press.</p> <p>THORNBURY, S. and Luke Meddings (2009). Teaching Unplugged, Peaslake, Delta Publishing.</p> <p>Specific books or online documents are recommended during the semester.</p>
<p>Special Situations</p> <p>[Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>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.</p> <p>2 - Examination assesement - Students with special status</p> <p>The exam is composed of a written part (50%) and an oral part (50%).</p>