

## Syllabus

### Subject

<b>Subject / Group</b>	29011 - English II / 1
<b>Degree</b>	Degree in Tourism (Ibiza Island Council Affiliated Centre) - Second year
<b>Credits</b>	6
<b>Period</b>	1st semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Hector F. Bonet Mari						You need to book a date with the professor in order to attend a tutoring session.

### Context

Anglès II is a compulsory subject within the area of Foreign Languages Applied to Tourism which, in turn, is one of the three components of the Instrumental Module.

As an instrumental subject, Anglès II (i.e. English for Tourism I), is an essential tool for communicating in international professional settings related to the tourism industry.

The learning of English for Tourism in the Degree of Tourism is organised in four levels of proficiency consisting of 1 foundation subject (Anglès I), 2 compulsory subjects (Anglès II and Anglès III) and an elective one ( Anglès IV).

Anglès II will deal with the language needed to discuss and work with tourism issues at a basic managerial level. The materials used throughout the course have been designed at Level B1+ through B2- of the Common European Framework for Languages. The course covers, amongst others, the following topics: accommodation, tour operation, promotion, man-made tourist attractions and sustainable tourism.

### Requirements

#### Essential

The student should by this time have no trouble at all using English as the only language of communication in the classroom, for both academic and functional purposes and situations.

#### Recommended

Students should have achieved a minimum PASS grade in the subject Anglès I (29007).

### Skills

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### Specific

- \* CE-1 A command of the English language at an intermediate level so that students can develop all language skills and use the specific vocabulary needed to perform effectively in the tourism sector..
- \* CE-8 Achieve a command of foreign languages and attain the information technology skills needed to interact in the tourism market, i.e. collecting and analysing data, carrying out statistics and qualitative data analysis, making on-line bookings and using computer applications..

### Generic

- \* CG-2 Apply the acquired technical and methodological knowledge to their work in a professional way by integrating the various areas of knowledge covered in their degree in Tourism. Prove that competences have been acquired by being able to engage in tourism related discussions and develop problem-solving techniques.
- \* CG-4 Ability to communicate information, ideas, problems and solutions in tourism-related settings to both specialist and non-specialist audiences.
- \* CG-5 Development of those learning skills that are necessary for students to continue further study with a high degree of autonomy.

### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

## Content

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As specified below, tuition in the second year is based on the coursebook English for International Tourism, Intermediate.

### Range of topics

#### CONTENT. Intermediate

- 1 Selling dreams: Tour operators  
Designing and planning package tours  
Marketing n advertising package holidays  
Promotional techniques and the language of advertising
- 2 Getting there: transport in tourism
- 3 Accommodation
- 4 Destinations
- 5 Things to do: describing natural and built attractions  
Presentation techniques: speaking to a group
- 6 Niche tourism. Nature tourism and sustainable development  
Medical tourism statistics  
Future trends: niche tourism
- 7 Cultural tourism
- 8 Designing surveys. Evaluating feedback.  
Presentation techniques : Kaizen
- 10 Business travel

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### Teaching methodology

In-class work activities (2.4 credits, 60 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Theory	Large group (G)	The course methodological approach integrates theory and practice of the language and combines both inductive and deductive learning techniques. Theory contents will cover the teaching/learning of the theoretical background needed to attain the linguistic, sociolinguistic and pragmatic skills required to interact with the customer in tourism related communicative settings. Theory modules will, therefore, look at the grammar, specific vocabulary and text type features, reading and writing techniques, principles of pronunciation, cross-cultural issues and pragmatic knowledge that will enable students to perform successfully when providing tourist services and information. Use of English, pronunciation and reading techniques will be taught in an inductive way, i.e. students will work out the rules from their experience of using and being exposed to the language. Likewise, specific vocabulary will be elicited from texts and materials used in class or through brainstorming activities. Concerning grammar, students will be provided with supplementary materials both for further training and remedial purposes. Familiarity with the genre and domain of tourism specific text types will be achieved both inductively (in the practical sessions) and deductively (in the theory sessions). On the other hand, writing techniques will be mainly taught in a deductive way i.e. students will be provided with the theory input needed to carry out the corresponding practical writing activities concerning the specific text types learnt in the course. Sociolinguistic and pragmatic competence as well as cross-cultural awareness will be partially approached from a theoretical standpoint though these competences will be more extensively developed in the practical classes. Exposure to the language will be reinforced by using the English language as the medium of instruction.	11
Theory classes	grammar theory	Large group (G)	Students study for homework the grammar structures which correspond to 2nd year tourism degree. Any problems encountered are dealt with in the classroom. Both theory and practice are discussed and exercises are done with the aim of having the students comprehend the structures and learn to use them naturally in appropriate contexts.	8
Practical classes	oral presentation	Medium group (M)	Each student is required to do an oral presentation dealing with a course-related topic in order to improve their fluency and public speaking skills as well as the linguistic aspect of the activity.	9
Practical classes	Professional skills practice	Medium group (M)	The linguistic, sociolinguistic and pragmatic knowledge acquired through the theory modules will be put into practice	17

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Modality	Name	Typ. Grp.	Description	Hours
			<p>throughout a series of task-based activities comprising role-plays, simulations, pair-work tasks, and debates. All the activities will be related to tourism specific professional settings at a provision stage (i.e. providing direct customer service and/or information on tourist services and products). All activities will be designed to integrate the four skills: reading, writing, speaking and listening; and students will be expected to use the specific vocabulary, and be able to identify the text-types which are relevant to every professional setting and communicative function.</p> <p>Regarding sociolinguistic competence, interpersonal and cross-cultural skills, students will be exposed to authentic language and made aware of language appropriateness and behaviour in every professional setting.</p> <p>Practical sessions will also foster pragmatic competence by progressively increasing the complexity of discourse structure and the functional range of the tasks to be carried out either individually or in group. English will be used as a medium of instruction and students will be encouraged to use English for classroom interaction</p>	
ECTS tutorials	Personalised tutorials	Small group (P)	<p>Personalised tutorials are advisory sessions where students are encouraged to report on their progress related both to the learning of theory and the acquisition of practical skills. This personalised feedback is a crucial part of the learning process. With respect to composition writing, the students are trained to spot their own mistakes and correct them. They may be encouraged to rewrite passages or to do some extra practise according to the individual needs of each student.</p>	7
Assessment	Reading and Writing exam	Medium group (M)	<p>To assess the achievement of the course objectives, students sit an end-of-term exam lasting up to 90 minutes. This has two parts: Part One focuses on the grammar and vocabulary learnt during the course and carries a total of 30 marks. Part Two, composition test, rates the student's ability to compose a text, such as a formal letter, an email, a magazine article and so on, and carries 10 marks.</p> <p>NB A PASS grade in this section is a necessary requirement to gain access to the Speaking &amp; Listening tests.</p>	3
Assessment	Listening Comprehension test	Medium group (M)	<p>The passages are related to tourism and travel and correspond to the level practised in the class.</p> <p>NB To gain access to this test, the student must first obtain a PASS grade in both the Assignments and the Reading and Writing sections.</p>	1
Assessment	oral test	Small group (P)	<p>Done in pairs, it involves the description of a photograph, discussing a topic related to the photo, and carrying out a specific task such as roleplay, discussion, etc. already done in class and for which the students must prepare beforehand.</p> <p>NB To gain access to this test, the student must first obtain a PASS grade in both the Assignments and the Reading and Writing sections.</p>	1
Assessment	Attendance and participation	Large group (G)	<p>This part of the grade reflects the following aspects of the student's performance:</p> <ul style="list-style-type: none"> <li>* percentage of attendance</li> <li>* attitude regarding classwork, classmates and teacher</li> </ul>	1

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Modality	Name	Typ. Grp.	Description	Hours
			<p>* activities done on their own for the improvement of their English, such as composition writing and / or grammar exercises</p> <p>* motivation and active participation in both theory-related class work and task-based activities, such as roleplays, simulations and debates, where students should demonstrate acquisition of the skill-based course contents and show their ability to provide professional service and cope with problems.</p>	
Assessment	Grammar Pal	Large group (G)	<p>The Grammar Pal is a compendium covering the grammar side of the second year of the tourism course. It includes not only the structures dealt with in the Grammar Reference of the coursebook, but other structures are taught and practised as well. The material, providing both theory and practical activities, is supplied through a blog. Students work at home, by themselves, bringing up any problematic structures they may encounter, to be discussed with the whole class. They then sit a test on a set date.</p> <p>The Grammar Pal is intended to establish a common ground and give grammatical cohesion to the class with regard to the grammatical side of the classwork.</p>	2

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

### Distance education tasks (3.6 credits, 90 hours)

Modality	Name	Description	Hours
Individual self-study	Reader	Students will be offered the option of reading one book in simplified English. A list of books to choose from will be made available to the students. The activity will include a comprehension test on a set date.	6
Individual self-study	Workbook	The Workbook comes with the coursebook used in class. It includes plenty of exercises to practise the material covered in class. It involves all kinds of activities, including vocabulary exercises, reading, listening, composition writing, etc. Though no marks are avoided directly for the completion of the Workbook, this is obligatory and contains material covered in the final exams.	20
Group self-study	oral test preparation	Students practise various oral tasks such as describing a tourism topic related photo, discussion of general topics, opinion giving, and a determined number of oral activities done in class, a list of which is provided to them beforehand.	9
Group self-study	oral presentation preparation	Preparing for the oral presentation, including content and structure of the project, grammar, vocabulary, pronunciation, rehearsing for the actual delivery, etc.	5
Group or individual self-study	Study Programme	The Study Programme is provided to the student via the class blog. It includes:	20

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Modality	Name	Description	Hours
		<p>1: a Study Guide: a list of key vocabulary seen in each unit which the student is expected to learn.</p> <p>2: Attended Work: a list of the activities carried out in class so that students who were not able to attend can keep track and work by themselves in order to keep up with the rest of the class</p> <p>3: the CSP, i.e. Complementary Study Programme. Sets of activities to complement the work done in class, including exercises to practice different aspects of grammar and vocabulary, listening exercises, pronunciation, reading, writing, etc. They are mostly exercises not done in class for lack of time and generally considered suitable for homework. The CSP is an essential complement to the work carried out in class. Though no marks are avoided directly for the completion of the CSP, this is obligatory and contains material covered in the final exams.</p> <p>4: instructions for both obligatory and suggested writings related to each of the units done.</p>	
Group or individual self-study	Text composition	Several writings related to the work done on the course are set for the students to do. They prepare the students for the final Reading & Writing exam.	10
Group or individual self-study	Grammar self-study	Students are assigned to study or revise specific grammar patterns and do the exercises set (Grammar Pal). Any doubts are brought up in class time and discussed. This activity includes a grammar test on a set date.	20

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

Evaluation of this course involves different techniques, such as direct observation, papers and projects, objective tests and self-assessment systems. It is divided into three areas:

- Assignments, including Grammar Pal, oral presentation and obligatory writings, 30% of the marks.
- Reading and Writing, including grammar and vocabulary, and a composition paper, 40% of the marks. This section needs to be passed in order to access the Speaking & Listening tests.
- Speaking and Listening tests, 20% of the marks (done only after passing the Reading & Writing section).

STUDENTS ARE REQUIRED TO OBTAIN 60% OF THE MARKS IN ALL THREE AREAS before they receive a final pass in the subject.

The remaining 10% of the grade reflects the following aspects of the student's performance:

- \* percentage of attendance
- \* attitude regarding classwork, classmates and teacher

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\* activities done on their own for the improvement of their English, such as composition writing and/or grammar exercises

\* motivation and active participation in both theory-related class work and task-based activities, such as roleplays, simulations and debates, where students should demonstrate acquisition of the skill-based course contents and show their ability to provide professional service and cope with problems.

\* Preparation of activities

\* Active involvement in pre-planning work for group performances to be held before the class.

NB. TEST DATES and DEADLINES: Assignments must be handed in by the set deadline, and tests will be given on the set dates. In the event that a student has a problem with either, they must speak to the teacher BEFOREHAND. Projects handed in late or failure to do a test will result in the student's being penalised or their scoring 0 points in it.

FEBRUARY RETAKES: Students retaking tests in February will only need to sit the exams corresponding to the parts they did not pass during the course: Assignments (students will also need to submit any project which did not obtain a pass mark during the course) and/or Reading and Writing and/or Speaking and Listening. Depending on which part they failed, students are offered the option of doing some extra work before the exams to help them get through, and so it is essential that they check with the teacher at the end of the course.

NB. GRADES are NOT saved from one academic year to the next.

### Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

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#### oral presentation

Modality	Practical classes
Technique	Observation techniques ( <b>retrievable</b> )
Description	Each student is required to do an oral presentation dealing with a course-related topic in order to improve their fluency and public speaking skills as well as the linguistic aspect of the activity.
Assessment criteria	Public speaking skills after training

Final grade percentage: 5%

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#### Professional skills practice

Modality	Practical classes
Technique	Observation techniques ( <b>retrievable</b> )
Description	The linguistic, sociolinguistic and pragmatic knowledge acquired through the theory modules will be put into practice throughout a series of task-based activities comprising role-plays, simulations, pair-work tasks, and debates. All the activities will be related to tourism specific professional settings at a provision stage (i.e. providing direct customer service and/or information on tourist services and products). All activities will be designed to integrate the four skills: reading, writing, speaking and listening; and students will be expected to use the specific vocabulary, and be able to identify the text-types which are relevant to every professional setting and communicative function. Regarding sociolinguistic competence, interpersonal and cross-cultural skills, students will be exposed to authentic language and made aware of language appropriateness and behaviour in every professional setting. Practical sessions will also foster pragmatic competence by progressively increasing the complexity of discourse structure and the functional range of the tasks to be

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carried out either individually or in group. English will be used as a medium of instruction and students will be encouraged to use English for classroom interaction

Assessment criteria      General attitude and quality of classwork.

Final grade percentage: 5%

### Reading and Writing exam

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	To assess the achievement of the course objectives, students sit an end-of-term exam lasting up to 90 minutes. This has two parts: Part One focuses on the grammar and vocabulary learnt during the course and carries a total of 30 marks. Part Two, composition test, rates the student's ability to compose a text, such as a formal letter, an email, a magazine article and so on, and carries 10 marks. NB A PASS grade in this section is a necessary requirement to gain access to the Speaking & Listening tests.
Assessment criteria	Student's achievement of course objectives re these skills. specific vocabulary and grammar targeted.

Final grade percentage: 40%

### Listening Comprehension test

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	The passages are related to tourism and travel and correspond to the level practised in the class. NB To gain access to this test, the student must first obtain a PASS grade in both the Assignments and the Reading and Writing sections.
Assessment criteria	Listening skills

Final grade percentage: 10%

### oral test

Modality	Assessment
Technique	Oral tests ( <b>retrievable</b> )
Description	Done in pairs, it involves the description of a photograph, discussing a topic related to the photo, and carrying out a specific task such as roleplay, discussion, etc. already done in class and for which the students must prepare beforehand. NB To gain access to this test, the student must first obtain a PASS grade in both the Assignments and the Reading and Writing sections.
Assessment criteria	Class instruction based speaking skills

Final grade percentage: 10%

### Attendance and participation

Modality	Assessment
Technique	Observation techniques ( <b>non-retrievable</b> )
Description	This part of the grade reflects the following aspects of the student's performance: * percentage of attendance * attitude regarding classwork, classmates and teacher * activities done on their own for the improvement of their English, such as composition writing and / or grammar exercises * motivation and active participation in both theory-related class work and task-based activities, such as roleplays, simulations and debates, where



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students should demonstrate acquisition of the skill-based course contents and show their ability to provide professional service and cope with problems.

Assessment criteria

Final grade percentage: 5%

### Grammar Pal

Modality Assessment

Technique Objective tests (**retrievable**)

Description The Grammar Pal is a compendium covering the grammar side of the second year of the tourism course. It includes not only the structures dealt with in the Grammar Reference of the coursebook, but other structures are taught and practised as well. The material, providing both theory and practical activities, is supplied through a blog. Students work at home, by themselves, bringing up any problematic structures they may encounter, to be discussed with the whole class. They then sit a test on a set date. The Grammar Pal is intended to establish a common ground and give grammatical cohesion to the class with regard to the grammatical side of the classwork.

Assessment criteria

Final grade percentage: 10%

### Reader

Modality Individual self-study

Technique Objective tests (**retrievable**)

Description Students will be offered the option of reading one book in simplified English. A list of books to choose from will be made available to the students. The activity will include a comprehension test on a set date.

Assessment criteria Readers are optional. Score on the test is added to the total marks in assignments only if the student has obtained a PASS mark on the course. There are no reader tests in the February retakes.

Final grade percentage: 5%

### Workbook

Modality Individual self-study

Technique Papers and projects (**retrievable**)

Description The Workbook comes with the coursebook used in class. It includes plenty of exercises to practise the material covered in class. It involves all kinds of activities, including vocabulary exercises, reading, listening, composition writing, etc. Though no marks are awarded directly for the completion of the Workbook, this is obligatory and contains material covered in the final exams.

Assessment criteria

Final grade percentage: 0%

### Study Programme

Modality Group or individual self-study

Technique Papers and projects (**retrievable**)

Description The Study Programme is provided to the student via the class blog. It includes: 1: a Study Guide: a list of key vocabulary seen in each unit which the student is expected to learn. 2: Attended Work: a list of the activities carried out in class so that students who were not able to attend can keep track and work by themselves in order to keep up with the rest of the class. 3: the CSP, i.e. Complementary Study Programme. Sets of activities to complement the work done in class, including exercises to practice different aspects of grammar

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and vocabulary, listening exercises, pronunciation, reading, writing, etc. They are mostly exercises not done in class for lack of time and generally considered suitable for homework. The CSP is an essential complement to the work carried out in class. Though no marks are avoided directly for the completion of the CSP, this is obligatory and contains material covered in the final exams. 4: instructions for both obligatory and suggested writings related to each of the units done.

Assessment criteria

Final grade percentage: 0%

### Text composition

Modality Group or individual self-study

Technique Papers and projects (**retrievable**)

Description Several writings related to the work done on the course are set for the students to do. They prepare the students for the final Reading & Writing exam.

Assessment criteria

Final grade percentage: 10%

## Resources, bibliography and additional documentation

### Basic bibliography

Peter Strutt, English for International Tourism, Intermediate. Pearson, 2013. Student's book and Workbook.  
Hector F Bonet, Grammar Pal for the 2nd Year of the Tourism Degree. Available on [hectorshouseibz.blogspot.com](http://hectorshouseibz.blogspot.com)

### Complementary bibliography

#### SUGGESTED GRAMMARS:

Prodromou, Luke (2012): Grammar and Vocabulary for Cambridge First. Harlow, Pearson Education Ltd.

Duckworth, M. (2003): Business Grammar & Practice. Oxford, Oxford University Press.

Strutt, P. (1992): Longman Business English Usage. Harlow, Pearson Education Ltd.

Swan, M. y Walter, C. (1997): How English Works. A Grammar Practice Book with Answers. Oxford, Oxford University Press.

Vince, M. (2003): Advanced Language Practice with Key. Oxford, Macmillan Publishers Ltd.

Swan, M. (1980,1995): Practical English Usage. Oxford, Oxford University Press.

Thomson, A.J. y Martinet, A. V. (1986). A Practical English Grammar. 4ª Ed. Oxford, Oxford University Press.

Prodromou, Luke. (2012). Grammar and Vocabulary for Cambridge First. 2ª Ed. Pearson Education Limited.

#### SUGGESTED DICTIONARIES:

Gran Diccionario Larousse. Español-Inglés/Inglés-Español

Collins Cobuild English Language Dictionary.

Alcaráz Varó, E. y otros (2000): Diccionario de términos de turismo y de ocio. Inglés-Español/Spanish-English. Barcelona, Ariel Referencia.

Castelo Montero, M. (2003): Diccionario comentado de términos financieros ingleses de uso frecuente en español. La Coruña, Netbiblo. S.L

#### ENGLISH FOR PROFESSIONAL PURPOSES

Farrall, C. and Lindsley, M. (2008). Professional English in Use: Marketing. Cambridge, Cambridge University Press

#### MARKETING TEXTBOOKS



## Syllabus

Kotler, P., Bowen, J. and Makens, J. (1996): Marketing for Hospitality and Tourism, 3rd Ed. Harlow, Pearson Education International  
ASSORTED READERS(Vocab 1400 words and up)

### Other resources

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SOME USEFUL WEBSITES. The internet is full of useful websites to aid the student in their learning process. Here are a few.

#### DICTIONARIES ONLINE

Bilingual: [www.wordreference.com](http://www.wordreference.com)

Excellent monolingual: [www.thefreedictionary.com](http://www.thefreedictionary.com)

Pronunciation: [www.howjsay.com](http://www.howjsay.com)

For slang: [www.urbandictionary.com](http://www.urbandictionary.com)

Online etymology dictionary : [www.etymonline.com](http://www.etymonline.com)

#### FOR VARIOUS ACTIVITIES

[www.oup.com/elt/englishfile/intermediate](http://www.oup.com/elt/englishfile/intermediate)

[www.englishclub.com](http://www.englishclub.com)

[www.free-english.com](http://www.free-english.com) for activities, games

[www.bbc.co.uk](http://www.bbc.co.uk) for news, videos, and different activities, puzzles, quizzes, ...

#### RADIO

for BBC radio podcasts

<http://www.bbc.co.uk/podcasts/>

