



UNIVERSIDAD DE JAÉN

FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN

Departamento de Filología Inglesa

Diplomatura de Turismo (plan 2002)

PROGRAMA DE LA ASIGNATURA: INGLÉS I

CARÁCTER :	Obligatoria	CRÉDITOS TEÓRICOS:	3	CRÉDITOS PRÁCTICOS:	3
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CURSO ACADÉMICO:	2007/08	CICLO	1º	CURSO	1º	CUATRIMESTRE	1º
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ÁREA DE CONOCIMIENTO:	Filología Inglesa
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DESCRIPTORES SEGÚN B.O.E.

Estudio de la lengua inglesa en el contexto del turismo

OBJETIVOS DE LA ASIGNATURA

The main aim of the course is to provide the students of Tourism with the essential language skills that are necessary for their future careers in different areas of the tourist industry. It introduces key grammar and functional language, strategies and techniques related to the four language skills, vocabulary, aspects of recognition and production of vowels, and communication skills.

CONTENIDOS

1. WHAT IS TOURISM?
 - 1.1. Language functions
 - 1.1.1. Describing job skills
 - 1.2.1. Describing job routines
 - 1.2. Language exponents
 - 1.2.1. Modal verbs
 - 1.2.2. Verbs + -ing form or the infinitive
 - 1.2.3. The Present simple and the present continuous
 - 1.2.4. Adverbs of frequency
 - 1.3. Vocabulary
 - 1.3.1. Jobs in tourism
 - 1.3.1. Adjectives for job skills
 - 1.3.2. Industry sectors
 - 1.3.3. Personal learning dictionaries
 - 1.4. Focus on pronunciation
 - 1.4.1. Description of vowels /i:/- /i/
 - 1.4.2. Syllables
 - 1.5. Reading
 - 1.5.1. The tourism industry today
 - 1.5.2. People working in tourism
 - 1.5.3. Find out: facts and statistics on tourism in Spain
 - 1.6. Writing
 - 1.6.1. Country fact sheet
 - 1.6.2. Job descriptions
 - 1.6.3. Personal statement
 - 1.7. Listening
 - 1.7.1. Jobs in tourism
 - 1.8. Speaking

- 1.8.1. Careers questionnaire
- 1.8.2. Job skills
- 1.8.3. Customer care: 'The customer is always right'
- 1.8.4. Job cards

2. TOUR OPERATORS

- 2.1. Language functions
 - 2.1.1. Asking a tour operator for information
 - 2.1.2. Expressing time
- 2.2. Language exponents
 - 2.2.1. Questions
 - 2.2.2. Prepositions of time
- 2.3. Vocabulary
 - 2.3.1. Tour operation
- 2.4. Focus on pronunciation
 - 2.4.1. Description of vowels /e/- /æ/
 - 2.4.2. Word stress
- 2.5. Reading
 - 2.5.1. The role of tour operators
 - 2.5.2. An inclusive tour
 - 2.5.3. Find out: tour operators in Spain
- 2.6. Writing
 - 2.6.1. A web page for a package tour
 - 2.6.2. Describing local tour operators
 - 2.6.3. Letter of application
- 2.7. Listening
 - 2.7.1. Why chose a package holiday?
 - 2.7.2. Organised tours in Burma
- 2.8. Speaking
 - 2.8.1. Talking to tour operators
 - 2.8.2. Designing a package tour
 - 2.8.3. Customer care: the personal touch
 - 2.8.4. Tours operators and travel agents

3. WORKING IN TRAVEL AGENCIES

3.1. TRAVEL AGENCIES

- 3.3.1. Language functions
 - 3.3.1.1. Asking for information
 - 3.3.1.2. Making suggestions and offering advice
- 3.3.2. Language exponents
 - 3.3.2.1. Open and closed questions
 - 3.3.2.2. Modal verbs and other expressions for making suggestions and offering advice
- 3.3.3. Vocabulary
 - 3.3.3.1. Sales terms
- 3.3.4. Focus on pronunciation
 - 3.3.4.1. Description of vowels /a:/ - / /
 - 3.3.4.2. The alphabet
- 3.3.5. Reading
 - 3.3.5.1. The stages of the sales process
 - 3.3.5.2. The impact of the internet
 - 3.3.5.3. The role of travel agents
- 3.3.6. Writing
 - 3.3.6.1. A report on a travel agency
 - 3.3.6.2. Writing a CV
- 3.3.7. Listening
 - 3.3.7.1. Services and products offered by travel agencies
 - 3.3.7.2. Dealing with new customers

- 3.3.7.3. Presenting a product
- 3.3.8. Speaking
 - 3.3.8.1. Investigating a client's needs
 - 3.3.8.2. Suggesting alternatives and making a recommendation
 - 3.3.8.3. Customer care: identifying needs
 - 3.3.8.4. Find out: local travel agency evaluation
 - 3.3.8.5. Arranging postres for the window of a travel agency

3.2. RESERVATIONS AND SALES

- 3.2.1. Language functions
 - 3.2.1.1. Describing actions or situations conditional on other events
- 3.2.2. Language exponents
 - 3.2.2.1. Conditionals
- 3.2.3. Vocabulary
 - 3.2.3.1. Reservation systems for tourism
- 3.2.4. Focus on pronunciation
 - 3.2.4.1. Description of vowels /o/ - /o:/'
 - 3.2.4.2. Revision of vowel /i/'
 - 3.2.4.3. Diphthongs /ei/' and /ai/'
- 3.2.5. Reading
 - 3.2.5.1. Holiday bookings – getting the right information
 - 3.2.5.2. Computerised reservation systems
 - 3.2.5.3. Abbreviations and codes
 - 3.2.5.4. Booking terms and conditions
 - 3.2.5.5. The small print
- 3.2.6. Writing
 - 3.2.6.1. Confirming a booking
 - 3.2.6.2. Messages and memos
- 3.2.7. Listening
 - 3.2.7.1. Taking a booking in a travel agency
 - 3.2.7.2. The origins of CRSs
 - 3.2.7.3. Handing over tickets
- 3.2.8. Speaking
 - 3.2.8.1. Completing a booking form
 - 3.2.8.2. Explaining booking conditions
 - 3.2.8.3. Checking the details
 - 3.2.8.4. Customer care: putting on the pressure
 - 3.2.8.5. Find out: local use of GDSs
 - 3.2.8.6. Adding one more tour to the company programme

4. MEANS OF TRANSPORT IN TOURISM

4.1. TRANSPORT IN TOURISM

- 4.1.1. Language functions
 - 4.1.1.1. Comparing things
 - 4.1.1.2. Describing a timetable
- 4.1.2. Language exponents
 - 4.1.2.1. Comparatives
 - 4.1.2.2. Present simple + a time or place phase
- 4.1.3. Vocabulary
 - 4.1.3.1. Transport words
 - 4.1.3.2. Adjectives describing transport
- 4.1.4. Focus on pronunciation
 - 4.1.4.1. Description of vowels /u/ - /u:/'
 - 4.1.4.2. Revision of vowels /i:/' , /e/' and /a:/'
 - 4.1.4.3. Revision of diphthongs /ei/' and /ai/'
- 4.1.5. Reading
 - 4.1.5.1. San Francisco transport, timetables and schedules
 - 4.1.5.2. A modern cruise ship

- 4.1.6. Writing
 - 4.1.6.1. Transport and timetable information
 - 4.1.6.2. Email to a colleague at work
- 4.1.7. Listening
 - 4.1.7.1. Transport systems and cable cars in San Francisco
 - 4.1.7.2. A cruise ship worker
- 4.1.8. Speaking
 - 4.1.8.1. What is most important for tourists when travelling
 - 4.1.8.2. Timetable information
 - 4.1.8.3. Customer care: exceeding expectations
 - 4.1.8.4. Find out: transport in Spain
 - 4.1.8.5. Toss a coin

4.2. THE AIRLINE INDUSTRY

- 4.2.1. Language functions
 - 4.2.1.1. Talking about things that we like or dislike
 - 4.2.1.2. Asking questions politely
- 4.2.2. Language exponents
 - 4.2.2.1. 'Like' or 'dislike'
 - 4.2.2.2. Direct and indirect questions
- 4.2.3. Vocabulary
 - 4.2.3.1. Air travel
 - 4.2.3.2. Low cost carriers
- 4.2.4. Focus on pronunciation
 - 4.2.4.1. Description of vowels // - /: /
 - 4.2.4.2. Airport names and codes /t/ and /d/
- 4.2.5. Reading
 - 4.2.5.1. Tourism and air travel
 - 4.2.5.2. Revolution in the skies
- 4.2.6. Writing
 - 4.2.6.1. Producing a questionnaire
 - 4.2.6.2. Email to one of the bosses
- 4.2.7. Listening
 - 4.2.7.1. The ups and down of flying
 - 4.2.7.2. Low cost or traditional?
- 4.2.8. Speaking
 - 4.2.8.1. The air travel route map
 - 4.2.8.2. Customer care: questionnaire tactics
 - 4.2.8.3. Find out: carbon offset schemes and blacklists
 - 4.2.8.4. Airlines, airports, cities

4.3. AIRPORT DEPARTURES

- 4.3.1. Language functions
 - 4.3.1.1. Responding politely to questions and requests
 - 4.3.1.2. Giving orders and stopping people doing something
- 4.3.2. Language exponents
 - 4.3.2.1. Expanded answers and apologies
 - 4.3.2.2. Imperative / please + imperative
 - 4.3.2.3. Can you / could you... + infinitive
 - 4.3.2.4. I'm sorry / I'm afraid
 - 4.3.2.5. 'If' clause
- 4.3.3. Vocabulary
 - 4.3.3.1. Airport facilities and services
 - 4.3.3.2. Airport language
- 4.3.4. Focus on pronunciation
 - 4.3.4.1. Revision of vowels
 - 4.3.4.2. Sounding firm but polite
- 4.3.5. Reading
 - 4.3.5.1. Working in airports
 - 4.3.5.2. Airport procedures: air passenger rights

- 4.3.6. Writing
 - 4.3.6.1. Airport factfile
 - 4.3.6.2. Email to a client
- 4.3.7. Listening
 - 4.3.7.1. An airport worker
 - 4.3.7.2. Airport dialogues: requesting information & checking-in
 - 4.3.7.3. Airport dialogues: showing care and control
- 4.3.8. Speaking
 - 4.3.8.1. The check-in and information desks
 - 4.3.8.2. Incident and action log
 - 4.3.8.3. Controlling passengers
 - 4.3.8.4. Customer care: care or control?
 - 4.3.8.5. Find out: your nearest airport
 - 4.3.8.6. Reservation data for journeys

5. HOLIDAYS WITH A DIFFERENCE

- 5.1. Language functions
 - 5.1.1. Asking and talking about experience
 - 5.1.2. Describing service provision
- 5.2. Language exponents
 - 5.2.1. Past simple and present perfect
 - 5.2.2. Present simple, present simple passive, 'can', imperative
- 5.3. Vocabulary
 - 5.3.1. Holiday types
 - 5.3.2. Escape and enlightenment holidays
- 5.4. Focus on pronunciation
 - 5.4.1. Consonants /b/ - /v/ - /w/
 - 5.4.2. Consonants /j/ - /tʃ/ - /dʒ/
- 5.5. Reading
 - 5.5.1. Adventure travel
 - 5.5.2. Cultural differences
 - 5.5.3. Find out: cultural tips
- 5.6. Writing
 - 5.6.1. Cultural tips
 - 5.6.2. Fax
- 5.7. Listening
 - 5.7.1. At the trade fair
 - 5.7.2. Interview with a mountaineer
- 5.8. Speaking
 - 5.8.1. Have you ever...?
 - 5.8.2. Tourism in Antarctica
 - 5.8.3. Tourist types and holiday types
 - 5.8.4. Customer care: ability and suitability

ACTIVIDADES EN QUE SE ORGANIZA

Class sessions will consist of brief introductions to language, strategies, guidance on written genres and extensive practice in pairs or groups using the activities in the student's book and photocopiable material prepared by the teacher. Students will have to do regular revision work at home with the workbook and photocopiable material prepared by the teacher. Homework will be demanded all through the course and participation and attendance will be highly valued and may be decisive for the final mark.

BIBLIOGRAFÍA BÁSICA

TEXTBOOKS:

- Walker, R. & K. Harding. 2006. *Oxford English for Careers: Tourism 1*. Oxford: Oxford University Press. (Student's Book)
- Wood, N. 2003. *Tourism and Catering. Workshop*. Oxford: Oxford University Press.
- Walker, R. & K. Harding. 2006. *Oxford English for Careers: Tourism 1*. Oxford: Oxford University

BIBLIOGRAFÍA COMPLEMENTARIA

1. TEXTBOOKS:

Stott, C. & R. Holt 1991. *First Class. English for Tourism*. Oxford: Oxford University Press.

Stott, C. & R. Holt 1992. *First Class. English for Tourism*. Oxford: Oxford University Press (Workbook).

Stott, C. & R. Holt 1991. *First Class. English for Tourism*. Oxford: Oxford University Press (Cassette).

2. DICTIONARIES AND REFERENCE MATERIAL:

a) MONOLINGUAL:

Collins COBUILD Dictionary. Collins.

Longman Dictionary of Contemporary English. Longman.

Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.

b) BILINGUAL:

Diccionario moderno Español/Inglés-English/Spanish. Larousse.

The Collins English/Spanish-Spanish/English Dictionary. Collins.

Diccionario bilingüe Inglés/Español-Español/Inglés. Oxford.

c) TOURISM DICTIONARIES:

Alcaraz Varó, E. et al. 2000. *Diccionario de términos de turismo y de ocio*. Barcelona: Ariel.

Collin, P. 1997. *Dictionary of Hotels, Tourism and Catering Management*. Teddington: Peter Collins Publishing.

Del Toro, C. 2000. *Diccionario Turístico Inglés-Español*. Alertes. Barcelona.

Harris, R. & J. Howard 1996. *A Dictionary of Travel Tourism and Hospitality: Terms*. Melbourne: Hospitality Press.

Larousse 1996. *Inglés práctico. Hostelería: Vocabulario y expresiones*. Barcelona: Larousse-Planeta.

Medlik, S. 1997². *Dictionary of Travel, Tourism and Hospitality*. Oxford: Butterworth-Heinemann.

Montaner Montejano, J. et al. 1998. *Diccionario de turismo*. Madrid: Síntesis.

Parkinson, D. 2005. *Oxford Business English Dictionary*. Oxford: Oxford University Press

Reily Collins, V. 1996. *The Authentically English Dictionary for the Tourism Industry*. London: Authentically English.

Youell, R. 1996. *The Complete A-Z leisure, Travel and Tourism Handbook*. London: Hodder & Stoughton.

d) ON-LINE DICTIONARIES:

www.wordreference.com

www.diccionarios.com

www.lexicool.com

www.thefreedictionary.com (with pronunciation)

e) GRAMMAR AND PRONUNCIATION:

BAKER, A. 1981. *Ship or Sheep? An Intermediate Pronunciation Course*. Cambridge: Cambridge University Press.

BAKER, A. 1981. *Ship or Sheep? An Intermediate Pronunciation Course* (cassettes 1, 2, y 3). Cambridge: Cambridge University Press.

EASTWOOD, J. 2002. *Oxford Practice Grammar*. Oxford: Oxford University Press.

PROCEDIMIENTO DE EVALUACIÓN

Students will be assessed by a written test and an oral examination:

- Written exam (60%): Students will be tested on their writing and reading. The exam will consist of questions regarding grammatical, lexical and conceptual contents in exercises of reading comprehension, vocabulary, grammar, functions and writing. This is a qualifying exam.

- **Oral exam (40%):** Only students who have passed the written exam will qualify for the oral exam, in which they will be tested on their listening and speaking skills by means of a listening test and a role play situation respectively.

Attendance and participation throughout the course will also be taken into consideration for assessment purposes together with the marks corresponding to students' compositions or project work handed in or presented during the course.

CRITERIOS DE EVALUACIÓN

CONCEPTUAL CRITERIA: theory and practice knowledge of the syllabus as reflected in the written compositions and in the oral activities both throughout the course and in the exam.

PROCEDURAL CRITERIA: practical understanding of the different topics applied to the writing of compositions and the practise of dialogues in both forms: throughout the course and in the written, listening and oral exams.

ATTITUDINAL CRITERIA such as level of interest, responsibility, participation and co-operation, and degree of initiative and creativity.

GENERAL / TRANSVERSE CRITERIA: oral and written command of English.