

TEACHING GUIDE

FIRST FOREIGN LANGUAGE II: ENGLISH

GRADO EN TURISMO (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 01-07-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	1 course, 2Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The English language as the main language in all areas of tourism has consolidated itself as a universal language in all the fields of the tourist sector at a global level. Not in vain has English been admitted worldwide as the nexus of common culture, being considered as a "lingua franca". Mastery of this language proves essential for a correct bibliographic research in any of the subjects included in this degree.

The student should master all basic skills and develop the abilities necessary to correctly understand the linguistic structures of the language and the adequate specific vocabulary, that is, the language of tourism, a technical and professional language in constant evolution, employing it in different communicative situations.

It is essential for the student to possess an intermediate to a high level (B2) of the language for the correct understanding of all the information transmitted by the lecturer in class.

III.-Learning outcomes

CG09. Knowledge of a foreign language

CG11. Creativity

CE11. Spoken and written communications skills in a second foreign language.

CE27. Use of communications techniques.

CE31. Ability to work in English as a foreign language.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Unit 1. Congresses and Conferences Organizing Events

- Structural contents: Past Perfect tense, simple past. Position of adverbs. Affixes. Synonyms and antonyms. Stress within words. Relative clauses.
- Functional contents: Suggesting and recommending. Paraphrasing at sentence level using passives, synonyms, negatives, replacement subjects.
- Lexical Contents: Presentation facilities. Words describing graphs.
- Language production tasks: Organizing an event

Unit 2. At the airport. The Business of Fun

- Structural Contents: Present perfect tense, simple past tense, revision of modal verbs.
- Functional Contents: Expressing permission, possibility, ability, requests by means of modal verbs. Asking For clarification, responding to queries and requests for clarification.
- Lexical contents: Compound nouns, fixed phrases for Business and Tourism.
- Language production tasks: Agreeing and disagreeing. Asking and answering questions. Being able to produce a flow Chart and a Gantt Chart.

Unit 3. Exotic Islands. Paradise found. People & Money in Tourism.

- Structural Contents: Prepositions of time. Conditionals type I & type III. Neutral and 'marked' words.
- Functional Contents: Expressing agreement and disagreement. Identifying the parts of a long sentence.
- Lexical Contents: History/art/folklore. Means of Transport. Connectors and Linking words.
- Language Production tasks: Describing islands. Agreeing and disagreeing.

Unit 4. Marketing strategies: Hospitality marketing

- Structural Contents: Passive voice, understanding dependant clauses with passives.
- Functional Contents: Expressing comparison and contrast.
- Lexical Contents: Synonyms, nouns from verbs, common direction verbs in essay titles (discuss, analyse, evaluate, etc.).
- Language production tasks: Paraphrasing; expanding notes into complex sentences; different essay types: descriptive, analytical, comparison, evaluation, etc.

Unit 5. Tourism and the environment: the impacts of tourism

- Structural Contents: I wish/ if only. Clauses of result.
- Functional Contents: Expressing likes and dislikes.
- Lexical Contents: Vocabulary that covers environmental impacts.
- Language production tasks: Analysing the contributions and negative impacts of tourism on the environment and the host community.

Unit 6. Special Interest Holidays. Creating a new Product and how to promote it in the Tourism market: The 4 P's in Tourism

- Structural Contents: Future continuous Tense and Future perfect tense. Questions tags. Passive Voice, time sequencing.
- Functional Contents: Giving advice and recommendations. Giving presentations.
- Lexical Contents: Adventure sports: trip/travel/tour/journey/voyage/excursion. More markers and Linking words.
- Language production tasks: Producing a special interest holiday advert. How to organise a presentation.

IV.B.-Training activities

Type

Title



Lectures	Recommended bibliography and articles related to current affairs.
Resolución de ejercicios	Individual written and oral assignments related to several topics included in the syllabus, inside and outside the classroom.
Other activities	Debates.
Practical sessions	Participation in groups during the whole course.
Resolución de ejercicios	Feedback sessions.



V.-Student workload	
Theoretical sessions	25
Resolution of exercises, problems, case studies, etc.	27
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	8
Academic tutorials	26
Related activities: conferences, seminars, etc.	22
Preparation of theoretical sessions and self-study	24
Preparation of practical tasks, exercises, case studies, projects, etc.	24
Preparation for tests and/or exams	24
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Group work	Week 2 to Week 13	Students shall carry out group assignments related to the contents of the syllabus, inside and outside the classroom.
Tests and/or exams	Week 14 to Week 14	Final exam and/or Final Project.
Theoretical sessions	Week 1 to Week 1	Presentation of the subject and explanation of the teaching guide and assessment method.
Theoretical sessions	Week 2 to Week 13	Units 1,2,3,4,5 and 6. Communicative method.
Practical sessions	Week 2 to Week 13	Units 1,2,3,4,5 and 6. Communicative method. Debates, oral presentations and other activities.
Academic tutorials	Week 2 to Week 13	In order to explain and solve the doubts that a student might have during the course.
Tests and/or exams	Week 2 to Week 13	At the discretion of the lecturer.



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Evaluation	%	Repeat	Passing grade	Contents	Date	
Final exam	60%	Yes	5	Written and oral exams covering the subject's practical and theoretical contents. (Units 1 a 6)	Official examination date	
Written and oral tasks including group presentations and individual written exercises.	30%	No	-	Individual and group exercises which are related to the content being covered	Throughout the course	
Other activities (reading, debates, class participation, etc.)	10%	No	-	Readings and other obligatory activities	Throughout the course	
Calculation of the Final or Overall Grade Continuous assessment will be implemented. The course aims to promote ongoing collaboration throughout the academic term. This is reflected through active participation in seminars, tutorials, oral assessments, periodic examinations, discussion forums, and collaborative activities within the Virtual Classroom. Faculty members will periodically request objective assessments, which will be incorporated into the continuous evaluation process in accordance with the instructor's guidelines. As detailed above the grades achieved during the course will be considered, along with student's performance in the final exam in order to calculate the final grade.						
Examination Resit If the student does not pass the regular assessment, a resit examination may be taken. This consists of a written component (reading comprehension, written expression, and listening comprehension) and an oral examination. Together, these components account for 60% of the final course grade. The resit examination must be taken on the date scheduled during the extraordinary assessment period.						
Additional Remarks or Clarifications Early Examination Session In the early examination session, the assessment method will include adaptations. These adaptations will maintain the same level of academic rigor and standards as can be found in all other examinations.						
VII.B. Assessment of students with academic exemption from class attendance						



Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Mol, H. (2008). *English for Tourism and Hospitality*. Garnet.
 Dubicka, I & M. O'keefe.(2010). *Lifestyle. English for Work, Socializing and Travel*.Pearson Longman.
 Gallego, J; Mioduszevska,M; Olivares, A; Urquía Mª Antonia, M.A; (1997). *Checkpoint. English for Tourism*. Madrid. CEURA.
 Strutt, P., I. Dubicka & M: O'Keefe. (2013). *English for International Tourism New Edition Intermediate*.Pearson.
 Murphy, R (2004). *English Grammar in Use: A self- study reference and practice for Intermediate students of English*. Longman.
 Walker, R & K. Harding.(2007). *Tourism 2*. Oxford University Press.
 Stephenson, H., Lansford, L. & Dummet, P. (2016). *Keynote. Upper Intermediate. Student's Book*. National Geographic Learning-
Revista Speak Up DVD Plus. RBA Editores.

Consultation bibliography

Alcaraz,A (2000). *Diccionario de Términos y Turismo y de Ocio*. Barcelona. Ariel.
 Deltoro, C.(2000). *Diccionario Turístico Inglés- Español*. Barcelona. Laertes.
 Walker, R. (2009). *Tourism 3*. Oxford University Press.
 Wyatt, R. (2005). *Check your English Vocabulary for Leisure, Travel and Tourism*. Bloomsbury.
 Wood, N. (2003). *Tourism and Catering Workshop*. Oxford University Press.
 Harding, K. (1998): *Going International. English for Tourism*. Bloomsbury.

IX.-Professors

Name and surname	ANA ISABEL CAEROLS MATEO
E-mail address	ana.caerols@urjc.es
Department	Filología Extranjera, Traducción e Interpretación
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docencia	0

