

<i>Course</i>	Hotel Management/Tourism and Leisure/ Catering and food service			<i>Academic year</i>	2020-2021		
<i>Subject</i>	Applied Spanish I			ECTS	3		
<i>Type of course</i>	Compulsory						
<i>Year</i>	2º	<i>Semestre</i>	1º sem.	<i>Student Workload</i>			
<i>Professor(s)</i>	Florbela Lages Antunes Rodrigues			<i>Total</i>	81	<i>Contacto</i>	45
<i>Area/Group Coordinator or Head of Department</i>	Languages and culture Prof. Doutor Samuel Walter Best						

Planned SD

1. LEARNING OBJECTIVES

The purpose of this course is to initiate the student in the study of the Spanish language. At the end of the semester, students will be able to:

- Interact in a comprehensible manner and with the party's help in familiar communication situations, using simple and usual sentences.
- Use of increasingly fair view of the Spanish Language in various communication situations.
- Understand simple written texts on topics of interest and according to the cognitive, linguistic, psychological and social student.
- Produce, orally and in writing short messages related to their communication interests and socio-cultural issues, family, albeit with a limited repertoire of linguistic resources.
- To develop the initiative, decision-making power, the sense of responsibility and autonomy.
- Instilling interest in the knowledge of the socio-cultural aspects of the people of Spanish-speaking and recognize the advantages of the proposed acquisition of the language through the clash with their own reality.

2. PROGRAMME

- Vowel and consonant;
- Clause Intonation

- Basic Rules of Spelling.

GRAMMAR content:

- Morphology of noun and adjective;
- Determinants;
- Pronominal System;
- Verbs:

Indicativo · Perífrases verbais: *tener que + infinitivo, hay que + infinitivo, deber + infinitivo, ir a + infinitivo, acabar de + infinitivo, estar +gerundio.*

- Evaluative structures with the verbs *gustar, preferir, encantar ...* and the quantifiers, *mucho, bastante, poco, algo, nada.*

LEXICAL CONTENT:

- Personal data;
- Schedules, days of the week, parts of the day;
- Food and meals;
- The professions;
- The family;
- The human body and the physical and character traits;
- Colours;
- Animals;
- Clothing and accessories;
- Means of transport, accommodation and travel;
- Housing, furniture, parts of the House;
- The city and landscapes.
- Human relations
- Free time and feasts

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The goals established for this curricular unit are consistent with its syllabus, particularly in the understanding plus written and oral usage of everyday expressions, as well as simple sentences

intended to satisfy immediate needs. The interconnection between the syllabus, the objectives and the main bibliography considered for the curriculum unit is worth mentioning.

4. MAIN BIBLIOGRAPHY

GODED, M., VARELA, R. Bienvenidos Español para profesionales/Turismo y Hostelería. Enclave, 2006

PALOMINO, M., GRAMATICA EN DIALOGO. Enclave/ELE.2008.

MARTINS PERIS, Ernesto y Neus SANS BAULENAS, Gente 1. Curso de Español para Extranjeros. Libro del alumno y libro de trabajo y resumen gramatical. Barcelona, Difusión 2000.

FERNÁNDEZ, J; FENTER, R; Curso Intensivo de Español, Gramática. SGEL. Madrid.

BENÍTEZ, Pedro; MADRIGAL, Maria Jesus, Español para Extranjeros. Cuaderno de Ejercicios Edinumen. 1999.

OCASAR ARIZA, José Luís, Amnesia, Lecturas de Español – Nivel elemental I. Edinumen. 2002.

LÓPEZ, Gloria y LÓPEZ María Rosa, Conversemos en clase – Nivel Elemental-Intermedio. Edinumen.2003.

MORENO, Concha y TUTS, Martina, El español en el hotel. Sociedad General Española de Librería.1997.

MORENO, Concha; TUTS, Martina, Cinco Estrellas Español para el turismo SGEL, 2009.

PLAN CURRICULAR DEL INSTITUTO CERVANTES (Niveles de referencia para el Español según el MCER). Marco de Referencia Europeo.

PINILLA, R e SAN MATEO, A. (2016). ELEXprés, Curso intensivo de español A1-A2-B1. Madrid, SGEL.

PINILLA, R e SAN MATEO, A. (2016). ELEXprés, Curso intensivo de español A1-A2-B1, Cuaderno de ejercicios. Madrid, SGEL.

RAE, *Diccionario de la lengua española*. (22ª edición), Madrid, Espasa Calpe, 2001 (2 volúmenes) Disponible en la Biblioteca del Instituto y en www.rae.es

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Theoretical-practical lessons with action-oriented and tasks and project oriented communicative methods. Practice of oral and written language skills through different types of written texts and audiovisual materials.

The Continuous assessment presupposes the regular following of the lessons.

-Semester assignments: 50%

-Global Test: 50%

Final evaluation (Ordinary and Extraordinary Exam)

- 100% Written part.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

Teaching methodologies are consistent with the goals of the curriculum unit since the syllabus is coordinated with the communicative method facilitating the practice of written and oral skills. The resolution of exercises allows adequate content explanation.

7. ATTENDANCE

According to the decision taken by the Council of Scientific at the meeting on 29/09/2010, force the mandatory two thirds attendances to classes so that students can opt for continuous assessment process.

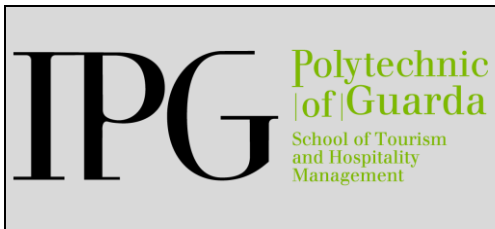
Date:

Signature:

Signature:

Area/Group Coordinator

Professor(s) Name(s)

	SUBJECT DESCRIPTION	MODELO PED.014.02
--	----------------------------	------------------------------

<i>Course</i>	<ul style="list-style-type: none"> - Tourism and Leisure - Hotel Management - Catering and Food Service 	<i>Academic Year</i>	2020/2021	
<i>Subject</i>	French Language I	ECTS Bachelor PHT	3	
<i>Type of course</i>	Compulsory			
<i>Year</i>	1st	<i>Semester</i>	1st	
<i>Professor</i>	Anabela Oliveira da Naia Sardo (PhD)	<i>Total Bachelor PTH</i>	81	
<i>Area Coordinator</i>		Walter Best (PhD)		<i>Contact</i>

Syllabus Description

1. LEARNING OBJECTIVES

The Applied French Language I subject privileges the four main competences, referenced for the languages: comprehension of oral, comprehension of written documents, oral expression and written expression. It is about driving students to practice oral and written communication in French (basic user), by promoting the acquisition and development of general and specific skills and knowledge.

2. PROGRAMME

A - Understanding and using expressions:

L'alphabet

Saluer, se présenter, présenter quelqu'un

Salutations

Les jours, les mois, les années

Les couleurs/adjectifs de couleur

Les nombres

Les pays

La météo

Demander son chemin

Raconter sa journée

Description

Vocabulaire du Tourisme, Hôtellerie et Restauration

B - Grammatical points: les pronoms personnels sujets (je, tu, il/elle, nous, vous, ils/elles), le pronom personnel indéfini «on», les verbes être et avoir au présent de l'indicatif, la structure «je suis né(e) à ...», les noms/l'accord des noms, le présent de l'indicatif des verbes

réguliers/irréguliers, les structures «c'est/ce sont», les articles définis/indéfinis, les adjectifs possessifs, les adjectifs qualificatifs/l'accord des adjectifs qualificatifs, les pronoms toniques (moi, toi, lui, elle, nous, vous, eux, elles), le verbe aller + prépositions, le mode impératif, les articles contractés/partitifs, le «conditionnel de politesse» (je voudrais...), l'expressions du temps (les jours, les mois, les saisons, la date, l'heure, le temps qu'il fait), les prépositions de lieu, la construction de la phrase simple (phrase affirmative, négative, interrogative); la structure «est-ce que...»; les structures «il y a /il n'y a pas de », «il faut/il ne faut pas».

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

It becomes necessary to envisage the learning of foreign languages as the construction of a multilingual and multicultural competence in the terms in which it is formulated in the *Common European Framework of Reference for Languages* (Council of Europe, Modern Languages: Learning, Assessment: The Common European Framework of Reference, Strasbourg, 1998 / Conseil de l' Europe / Les Editions Didier, Cadre Européen de Référence pour les Langues: Apprendre, enseigner, évaluer, Paris, 2001).

4. MAIN BIBLIOGRAPHY

CORBEAU, S.; DUBOIS, C.; PENFORNIS, J.-L.; SERNICHON, L. (2006). *Hôtellerie-Restauration.com*. CLE International.
Dictionnaire du français, Le Robert. CLE International.
GRÉGOIRE, M. (2010). *Grammaire progressive du français avec 500 exercices*. Niveau débutant, CLE International.
Podcast Français facile. Apprendre le Français – Niveau débutant. Disponible em <https://www.podcastfrancaisfacile.com/francais-debutant-apprendre-le-francais.html>.

Note: Bibliographic indications will be completed during the classes.

5. TEACHING METHODOLOGIES and EVALUATION

The methodological procedures and strategies are oriented towards the co-responsibility of the student, that is why responsible, correct and active participation in classes is valued. Priority will be given to diversified strategies and activities, progressive study and communicative approach.

The evaluation of the courses is defined in the *School Regulation of the Courses of the 1st Cycle of the IPG*.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The capacity and awareness of the communicative act allows the individual to integrate and position himself socially. In this way, “performative” methodologies and strategies are valued, always combined with theoretical or metalinguistic concepts that underpin them, emphasizing not so much knowledge, but above all know-how. And this is only achieved by "doing", acting. For this reason, the methodologies and activities focus on the student himself, proceeding to the analysis and comment of real situations and the creation of communication situations in different formal or informal contexts.

7. CONTACTS

School address: ESCOLA SUPERIOR DE TURISMO E HOTELARIA | Rua Dr. José António Fernandes
Camelo – Arrifana | 6270-372 Seia
Phone number: +351 238 320 800 Fax: +351 238 320 890
E-mail: geral.esth@ipg.pt