

	SUBJECT DESCRIPTION	MODELO PED.014.02
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Course	Hotel Management/ Tourism and Leisure/ Catering and food service			Academic year	2020/2021		
Subject	Applied Spanish II			ECTS	3		
Type of course	Compulsory						
Year	2º	Semester	2nd. semester	Student Workload:			
Professor(s)	Florabela Rodrigues			Total	81	Contact	45
Area/Group Coordinator or Head of Department	Professor Doctor Walter Best						

Planned

1. LEARNING OBJECTIVES

This is a basic UC which aims to contribute to the production of the skills profile recommended by the cycle of studies of Hotel Management.

Spanish II, intends to continue the Spanish I program and make a second review of the hotel management vocabulary. So the second half of the Spanish course resumes and consolidates the objectives and contents learned in the first semester incorporating those that are announced in the following points of this program. Focus will be especially on text comprehension and oral interaction within the scope of the class (tourism and hotel language). Intends to reach a level that allows the student to develop himself without problems in everyday communicative situations in the hotel world, restoration and tourism.

2. PROGRAMME

- Introduction.
- Say goodbye to the customer, thanks and claims.

Respond to the following situations:

- Ask for the bill.
- Customer acknowledgements.
- Claims and complaints.
- The claim form from a client.
- Asking a favor.
- Writing letters.

To learn how to:

- Understand telephone conversations related to the request for invoice and claims.
- Write letters of appreciation and response to complaints.
- Thanks for congratulations.
- To argue your reasons for accepting or rejecting a claim.

- To reassure upset customers by setbacks encountered.

Grammar contents:

- Past Tense:
 - Present Perfect: Form and uses.
 - Indefinite Past: Form and uses.
 - Imperfect: Form and uses.
 - Pluperfect: Forma and uses.
 - Contrast P. Perfect / P. Indefinite.
 - Contrast P. Imperfect / P. Indefinite.
 - Contrast P. Indefinite / P. Imperfect.
- Future Perfect: Form and uses.
- Conditional: Forma and uses.
- Imperative/Imperative Negative/Imperative + Personal pronouns.
- Present Subjunctive: Form and uses.
- Prepositions.

Lexical contents:

- Feelings and moods.
- At work.
- Education.
- Phone.
- Internet.
- Leisure and entertainment I.
- Leisure and entertainment II.
- Travel, accommodation and transport.
- Winter sports and adventure.
- Team sports.

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES.

The contents of Spanish II wish that the student would be able to achieve a level B1 in language skills, grammatical and lexical appropriate to the area of Hospitality.

It is also intended, through interactive and role exercises, that the learner communicates with customers and colleagues in the hotel in Spanish and can convey the appropriate messages in the hotel world.

Be forwarded to the student the structured lexicon and grammar at Level B1 following the parameters of the Plan Curricular del Instituto Cervantes (2007).

4. MAIN BIBLIOGRAPHY

- MORENO, C. TUTS, M. Hotel.es. Español en el hotel. Sgel, Madrid. 2011.
- PALOMINO, M., GRAMATICA EN DIALOGO. Enclave/ELE.2008.

SUGESTED BIBLIOGRAPHY

- ENCLAVE ELE, Bienvenidos. Español para profesionales/Turismo y Hostelería B1.
- 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.
- LÓPEZ, Gloria y LÓPEZ María Rosa, Conversemos en clase – Nivel Elemental-Intermedio. Edinumen.2003.
- MORENO, Concha y TUTS, Martina, Cinco Estrellas, español para el turismo, Sociedad General Española de Librería.2009.
- MORENO, Concha y TUTS, Martina, El español en el hotel. Sociedad General Española de Librería.1997.
- PLAN CURRICULAR DEL INSTITUTO CERVANTES (Niveles de referencia para el Español según el MCER). Marco de Referencia Europeo.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION).

According to the Assessment Regulation ESTH (July 2008), all curricula units of the courses, except those that have their own regulations, are evaluated. This may take the form of continuous and final assessment.

Periodic evaluation.

Periodic assessment is done punctually during each semester for classifying pre-determined times. This review is for all students including student workers.

The classification of periodic evaluation results from the application of the following criteria:

- 1- Classification of the written test: 50%
- 2- Classification weighted of the European Language Portfolio, oral participation in class: 50%.

Exam:

Written test: 100%

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES.

This course aims to give the student an overview of the Spanish language and aims to be the first contact with it. The teaching methodologies are consistent with the goals of UC because they address issues of theoretical and conceptual seeking to introduce students in this first approach to a foreign language, focusing on student training activity for their

	SUBJECT DESCRIPTION	MODELO PED.014.02
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involvement in practical issues such as readings and interpretations of texts as well as in the comparison of the possible problems related to the contextual realities of tourism and articulating with the applied research developed in a work group.

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:

Coordinator of Department

Professor Name

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<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 II	ECTS Bachelor PHT	3	
<i>Type of course</i>	Compulsory			
<i>Year</i>	1st	<i>Semester</i>	2nd	
<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>

Subject Description

1. LEARNING OBJECTIVES

Applied French Language II privileges the four main competencies, referenced for the teaching of foreign languages: oral comprehension, comprehension of written documents, oral expression and written expression. It is about preparing students to practice oral and written communication in French (basic user - Common Reference Levels: global scale) by promoting the acquisition and development of general and specific skills and knowledge.

2. PROGRAMME

A - Understanding and using expressions:

1. La politesse
2. Réservation: réserver une chambre d'hôtel; réserver une table au restaurant/enregistrer une réservation; confirmer une réservation/refuser une réservation; modifier ou annuler une réservation.
3. Accueil: accueillir un client à l'hôtel; accueillir un client au restaurant; lire des instructions.
4. Promotion d'une destination/d'un site touristique/gastronomique: des brochures pour informer/informer à l'office de tourisme; les directions; comparer des hôtels, des restaurants, des sites touristiques/gastronomiques, des propositions, des tarifs hôteliers et des pratiques alimentaires; la météo

B - Grammatical points: l'interrogation; l'expression du temps; les adjectifs possessifs; la forme négative; le passé composé; l'imparfait; les prépositions/l'expression du lieu; les articles contractés; les adjectifs qualificatifs (place et accord); l'énumération et la conclusion; l'expression de la comparaison.

COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

It is fundamental 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).

3. MAIN BIBLIOGRAPHY

CORBEAU, S.; DUBOIS, C.; PENFORNIS, J.-L.; SERNICHON, L. (2006). *Hôtellerie-Restaurant.com*. CLE International.

CORBEAU S., DUBOIS C., PENFORNIS J.-L. (2006). *Tourisme.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>.

www.lepointdufle.fr

www.tv5monde.com

Note: Bibliographic indications will be completed during the classes.

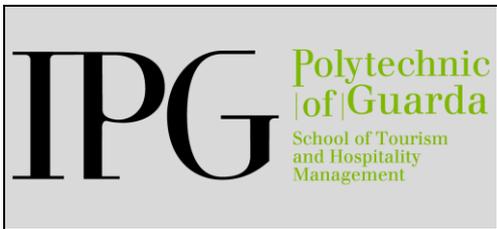
4. TEACHING METHODOLOGIES and EVALUATION

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

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

5. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The capacity and awareness of the communicative act allow the student 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" and acting. For this reason, the methodologies and activities focus on the student, proceeding to the analysis and comment of real situations and the creation of communication situations in different formal or informal contexts.

 <p>IPG Polytechnic of Guarda School of Tourism and Hospitality Management</p>	SUBJECT DESCRIPTION	MODELO PED.014.02
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6. CONTACTS

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