IPG Polytechnic |of|Guarda — School of Tourism and Hospitality Management	**SUBJECT DESCRIPTION**		**MODELO PED.014.02**

Course	**Tourism and Leisure**		*Academic year*	2020/2021	
Subject	**Applied Spanish Spanish IV**		*ECTS*	3	
Type of course	**Compulsory**				
Year	**3⁰**	*Semester* **2ⁿᵈ. semester**	*Student Workload:*		
Professor(s)	**Florbela Rodrigues**		*Total* 81	*Contact*	45
Coordinator or Head of Department	**Professor Doctor Walter Best**				

Planned

1. LEARNING OBJECTIVES

This is a basic course that aims to contribute to the establishment of the competency profile recommended for the course.

With the semester course for Spanish IV aims to achieve an advanced level (B2, communicative and linguistic skills (lexical - grammatical, phonetic and functional). Focusing will be particularly important in the understanding and production. It is intended that the student is able to structure, organize and explain a sightseeing tour through the main Spanish cities and meet the characteristic of the profession of Tourist Guide.

This program is a continuation of Spanish I, II and III.

2. PROGRAMME

The profession of the Tourist Guide. Reflect on and practice with:

- The tourist guide profession: their characteristics and labor regulations.
- The opinions of these professionals.
- The adaptation of the information to specific groups.
- The importance of an intercultural attitude.

The Tourist Circuit:

- Recommend a trip to demanding customers.
- Read on tours in order to develop them later.

Claims Window:

Respond to the following situations:
- Complaints and claims.

- The claim form from a client.

Developing a Curriculum Vitae.

Grammar contents:

- Grammatical review from Spanish I, II and III.
- Using connectors.
- Remember To be.
- Using relatives.
- Reviewing prepositions.

Lexical contents:

- Phone.
- Internet.
- Leisure and entertainment I.
- Leisure and entertainment II.
- Photograph Safari
- Winter and adventure sports.
- 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

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- MARTINS Peris, E. y N. Sans Baulenas, (1997): Gente 1 Barcelona, Difusión.

- MORENO, C. y HERNANDEZ, C., (2007): En gramática, Anaya.

- BENÍTEZ, P.,MADRIGAL, M.J., (1999): Español para extranjeros. Cuaderno de Ejercícios Edinumen.

- LOSADA DE MIGUEL, F., (2005): Lengua Fácil para bachillerato y acceso a la universidad. Espasa.

- LÓPEZ,G. y LÓPEZ M.R., (2003): Conversemos en clase – Nivel Elemental-Intermedio. Edinumen.

- MORENO, C. y TUTS, M., (1997): El español en el hotel. Sociedad General Española de Librería.

- MORENO, Concha y TUTS, Martina, Cinco Estrellas, español para el turismo, Sociedad General Española de Librería.2009.

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. At all-time points, students are required to enroll in two business days prior to the relevant exam. On the day of test performance, the students cannot enter the room, fifteen minutes after its start, and cannot leave for the first thirty minutes.

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 oral participation in class and tpresentation of works: 50%.

Failure to comply with only one of these rules leads to the exclusion of the student's regular assessment through automatically to the final evaluation.

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 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 ESECD at the meeting on 29/09/2010, force the mandatory two thirds attendances to classes so that students can opt for continuous assessment process.

8. CONTACTS AND OFFICE HOURS

e-mail:

Office number:

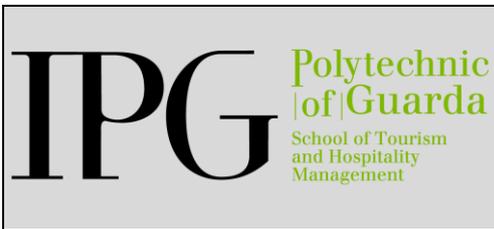*Coordinator of Department***: Prof. Doctor Walter Best**

Date:

Signature: Signature:

 Coordinator of Department   Professor Name

		SUBJECT DESCRIPTION	MODELO PED.014.02

Course	Tourism and Leisure			*Academic Year*	2020/2021
Subject	French Language IV			ECTS Bachelor PHT	3
Type of course	Compulsory				
Year	**3rd**	*Semester*	**2nd**	*Student workload*	
Professor	Anabela Oliveira da Naia Sardo (PhD)			Total Bachelor PTH	81 · Contact 45
Area Coordinator	Walter Best (PhD)				

Subject Description

1. LEARNING OBJECTIVES

The Applied French Language IV programme privileges the four main competencies, referenced for the teaching of foreign languages: oral comprehension, comprehension of written documents, oral expression and written expression. The focus is on preparing students to practice oral and written communication in French (independent 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. Animation: établir un programme d'animation; animer un village de vacances; renseigner sur les manifestations; évaluer une animation;

2. Vente d'un produit touristique: identifier les produits touristiques; rédiger un circuit; mener un entretien de vente; annuler une réservation.

3. Guide: s'informer pour bien guider; visiter la ville/commenter une visite d'un site touristique; présenter/décrire un monument; gérer un groupe

B - Grammatical points: L'impératif présent; les adjectifs démonstratifs/ possessifs; les articles partitifs/contractés; l'expression du temps; l'interrogation; l'expression du futur (futur proche, futur simple + indicateurs temporels); le pronom relatif sujet/objet; le passé composé/l'imparfait (consolidation); le passé récent; ; les adjectifs indéfinis; les nominalisations; les pronoms personnels directs/indirects; l'actif et le passif; les pronoms relatifs «dont» et «où»; les pronoms personnels «en» et «y»; la négation; les relations logiques (expressions de cause, conséquence, but et opposition); le subjonctif présent.

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-Restauration.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. Disponível 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, which is why responsible, correct and active participation in classes is valued. Priority will be given to diversified strategies and activities, progressive study and a communicative approach.

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 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" and acting. For this reason, the methodologies and activities focus on the student, proceeding to

the analysis and comment of real-life situations and the creation of communication situations in different formal or informal contexts.

6. CONTACTS

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