 <p>IPG Politécnico da Guarda Escola Superior de Tecnologia e Gestão</p>	SUBJECT DESCRIPTION	MODELO PED.013.02
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<i>Course</i>	Marketing Graduation			<i>Academic year</i>	2021/2022		
<i>Subject</i>	Spanish II			ECTS	5		
<i>Type of course</i>	Optional						
<i>Year</i>	1º	<i>Semester</i>	2º	<i>Student Workload</i>			
<i>Professor</i>				<i>Total</i>	140	<i>Contact</i>	60
<i>Area Coordinator</i>	PhD Walter Best						

Planned

1. LEARNING OBJECTIVES

- Communicate properly.
- Understand the communicative goal and the essential ideas of simple statements on different subjects.
- Acquire grammar and lexical knowledge with relevance in the correction of oral and written discourse.
- Preparation of application letters and CV writing.
- Recognize the importance of the Spanish language.

2. PROGRAMMING CONTENTS

1. Phonological-spelling contente

- 1.1. The syllable: Syllabic division
- 1.2. Ditongs; tritongs and gaps
- 1.3. Accentuation rules
- 1.4. Accentuation of monosyllables: diacritical accent

2. Morphosyntactic contentes

- 2.1. Adjective: indefinite, interrogative and exclamative
- 2.2. Pronouns: indefinite, interrogative and exclamative
- 2.3. Verbs:
 - 2.3.1. Gerund
 - 2.3.2. Verbal Periphery (being + gerund); (to go to + infinitive)

2.3.4. Preterite Indefinite (temporal markers)

3. Lexical and semantic contents

- 3.1. The city
- 3.2. Health
- 3.3. Sport
- 3.4. False friends
 - 3.5. Working World
 - 3.5.1. Curriculum Vitae
 - 3.5.2. Letters
 - 3.5.3. Replies to ads
 - 3.5.4. Job interviews

4. Functional contents

- 4.1. Indicate a direction
- 4.2. Give and place orders
- 4.3. Speaking in the past: telling, describing past facts
- 4.4. Express tastes, preferences and desires
- 4.5. Analyze and respond to job offers

3. DEMONSTRATION OF THE COHERENCE OF PROGRAM CONTENT WITH THE OBJECTIVES OF THE UC


Objectives 1, 2, 3 are implemented through the presentation of contents 1 and 2. Objectives 4 and 5 are implemented through content 3 and 4.

4. MAIN BIBLIOGRAPHY

Required:

ALONSO, Rosario et al (2016): Gramática Básica del Estudiante de Español. Barcelona: Difusión.

CORPAS, Jaime, Eva García y Agustín Garmendia (2204) Aula 1. Barcelona Difusión.

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GUEIDÃO, Gina Y DAZA, Teresa (2015): Aplica el Español. Porto: Porto Editora.

J. Fernandez; R. FENTE; J. Slies (2006) Curso Intensivo de Español , Gramatica: NIVELES Elemental -intermedio Y Superior.

MENDES, Fabio (2001): Dicionario de Falsas SemelhanÇas. Editorial Campus.

PÉREZ, Fernando e LEIRADO, Marisa (2015): Gramática de Espanhol. Porto: Porto Editora.

RAE, Dicionario de la lengua española. (2001), Madrid: Espasa Calpe. (2 vv) Disponível na Biblioteca do IPG e em www.rae.es

VVAA (2006) Comienza A1, (libro del alumno y libro de ejercicios). Madrid: Editorial Edinumen.

Webgrafia

<http://auladiez.com/gratis.html>

http://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/

http://www.todoele.net/matsel/Materiales_list.asp

Recommended:

ARRIBAS, Jesús y de CASTRO , Rosa Mª (2001) Preparación Diploma básico Español lengua extranjera (DBE). Madrid: Edelsa.

RAFAEL y SILES, José. (1998). Curso intensivo de español. Gramática. Madrid, SGEL. Disponível na Biblioteca do IPG.

VVAA (2006) Comienza B1, (libro del alumno y libro de ejercicios). Madrid: Editorial Edinumen.

5. TEACHING METHODOLOGIES (RULES OF EVALUATION)

Listening comprehension activities; Exercises on lexicon and grammar; Oral expression activities; Reading activities and written comprehension; Activities of written expression. Job Listing Analysis; Listening and watching videos.

Continuous assessment presupposes:

- a) 2/3 attendance in class;
- b) Elaboration of a portfolio and other activities requested by the teacher
- c) performance of the frequency 75%.

6. DEMONSTRATION OF THE COHERENCE OF THE TEACHING METHODOLOGIES WITH THE OBJECTIVES OF THE CURRICULAR UNIT

The methodologies adopted integrate the four basic competences (oral and written comprehension, oral and written expression) and focus on the grammatical, spelling, phonological, semantic and functional lexical contents contemplated in the GFUC.

7. REGIME OF ASSISTANCE

To be considered integrated in continuous assessment, students will have to attend 2/3 of the total number of classes taught. Failure to do so leads to exclusion from continuous assessment.