

 <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 I			ECTS	5		
<i>Type of course</i>	Optional						
<i>Year</i>	1º	<i>Semester</i>	1º	<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 using simple phrases.

Understand the communicative goal and the essential ideas of simple statements on different subjects.

To arouse interest in sociocultural aspects of Spanish speaking countries.

Acquire grammar and lexical knowledge with relevance in the correction of oral and written discourse.

Recognize the importance of the Spanish language.

2. PROGRAMME

1. Phonological-spelling contente

1.1. Spanish words and sounds (European and American variant).

1.2. Abecedário.

1.3. Diacritical signs.

1.4. Accentuation rules.

2. Morphosyntactic contentes

2.1. The article: determinate and indeterminate.

2.2. The noun: gender and number.

2.3. The adjective: gender and number;

2.3.1. The apócope;

2.3.1.2. Demonstratives;

- 2.3.1.3. Interrogative and exclamatory;
- 2.3.1.4. The comparison.
- 2.4. Pronouns: personal (European and American variant).
- 2.4.1. Verbs: present indicative (regular and irregular verbs);
 - 2.4.1.1. perfect and indefinite past tense (time markers)
- 2.4.2. Defective verbs with IC: to like; enchant; pain and the like;
- 2.5. Adverbs ending in -mente;
 - 2.5.1. Very.
 - 2.5.2. Also, neither.
- 2.6. Prepositions: a; in; for.
- 2.7. Conjugations: and/or.

3. Lexical and semantic contents

- 3.1. Numbers.
- 3.2. Days of the week.
- 3.3. The hours.
- 3.4. Months and seasons of the year.
- 3.5. Weather.
- 3.6. Family.
- 3.7. Physical description and character.
- 3.8. Tastes and preferences.

4. Functional contents

- 4.1. Greet, introduce yourself and say goodbye.
- 4.2. Describe yourself.
- 4.3. State habitual activities.
- 4.4. Express tastes, preferences and desires.
- 4.5. Compare products, prices.
- 4.6. Present suggestions and advice.

4.7. Realize the impact of the Spanish language on the world.

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

This curricular unit is especially aimed at students who establish a first contact with the Spanish language.

Objectives 1, 2, 3 and 4 are embodied by the presentation of contents 1, 2, 2, 3 and 4. Objective 5 is more concretely realized through content 4.7.

4. MAIN BIBLIOGRAPHY

Required:

- ALONSO, Rosario et al (2016): *Gramática Básica del Estudiante de Español*. Barcelona: Difusión.
- J. Fernandez; R. FENTE; J. Slies (2006) *Curso Intensivo de Español , Gramática: NIVELES Elemental -intermedio Y Superior*.
- GUEIDÃO, Gina Y DAZA, Teresa (2015): *Aplica el Español*. Porto: Porto Editora.
- MENDES, Fabio (2001): *Diccionario de Falsas Semelhanças*. Editorial Campus.
- PÉREZ, Fernando e LEIRADO, Marisa (2015): *Gramática de Espanhol*. Porto: Porto Editora.
- RAE, *Diccionario 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 (INCLUDING EVALUATION)

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

Continuous assessment presupposes:

- a) 2/3 attendance in class;
- b) presentation of a work (25%)
- c) performance of the frequency 75%.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

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. ATTENDANCE

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.