

 <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.

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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.

Course	Marketing			Academic year	2021-2022		
Subject	Foreign Language I - French			ECTS	5		
Type of course	Elective						
Year	1rst	Semester	1rst Sem	Student Workload:			
Professor(s)				Total	140	Contact	60
Area Coordinator)	Prof. Doutor Samuel Walter Best						

Planned

1. LEARNING OBJECTIVES

The curricular unit highlights the main skills: writing, speaking, listening and reading, without forgetting interaction and intercultural dialogue. The main objective is to lead students to the practice of written and spoken French, by promoting the acquisition and the development of competences and general or specific knowledge.

2. PROGRAMME

2.1 *La politesse / Le savoir-vivre : saluer et remercier, savoir demander avec politesse (j'aimerais, je voudrais...), savoir s'excuser*

2.2 *Les clés pour parler de soi et de quelqu'un / S'exprimer à propos d'une situation : se présenter, présenter quelqu'un ; la date de naissance ; les nationalités ; décrire une personne ; le corps humain ; exprimer un sentiment, une émotion, une idée ; exprimer ses goûts et ses préférences ; commenter des phrases/donner son avis ; savoir poser des questions/répondre, savoir échanger des informations/remplir une fiche ou un formulaire...*

2.3 *La vie quotidienne : les études, le travail, les loisirs ; les repas, les boissons ; les nombres, les numéros de téléphone, dire l'heure ; les jours de la semaine, les mois de l'année, les saisons ; la météo/le temps qu'il fait ; se situer dans l'espace / demander et indiquer une direction*

2.4 *Le vocabulaire des affaires, de la comptabilité, de la gestion, du commerce (international) et du marketing*

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

This curricular unit aims to contribute to the overall formation of the student as a person and future professional by promoting knowledge and linguistic competences.

4. MAIN BIBLIOGRAPHY

Books

ROSILLO M.-P., MACCOTA P., DEMARET M. (2013). *Quartier d'affaires. Français professionnel et des affaires*. CLE International

LIRIA Philippe, SIGÉ Jean-Paul (2016). *Les clés du nouveau DELF*. Maison des langues

MIQUEL Claire (2018). *Vite et Bien 1. Méthode rapide pour adultes*. CLE International

WEB

www.leplaisirdapprendre.com

www.lepointdufle.net

www.podcastfrançaisfacile.com

www.tv5monde.com

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

As a theoretical practical CU, diversified texts and audio-visual documents will be required, as well as to the progressive study, communicative approach and implementation of practical projects. Continuous assessment (test, 50% and practical projects, 50%); Final assessment (exam, 100%).

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

There is coherence between teaching methodologies and objectives, by promoting a communicative approach, oral and written communication skills and implementation of tasks/activities.

7. ATTENDANCE

The attendance is compulsory for the continuous assessment.

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<i>Course</i>	Marketing Graduation			<i>Academic year</i>	2021/2022		
<i>Subject</i>	Foreign Language I – English 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

This curricular unit is designed to deepen the communicative skills previously developed in terms of writing and orality, namely:

- Understand oral and written communications of different length and complexity and in different registers;
- Understand information, distinguishing facts from opinions;
- Express yourself in writing and orally, using correct grammatical structures and logical reasoning and synthesis;
- Participate orally in situations of increasing unpredictability;
- Extend lexical knowledge regarding the areas of the course in question;
- Communicate in writing and orally, through regular work executed on time on topics related to the company and trade in the international market;
- Develop intercultural skills, oral and written, in terms of thinking and attitudes and linguistic comprehension and production, deepening the functional knowledge of the English language through full participation in oral and written activities.

2. PROGRAMME

Topics in a business context:

- Meetings and presentations;
- Letters, memos, email;
- Business affairs;
- Marketing: case studies.

Grammar review:

- Collocations;
- Constructing questions;
- Verbs followed by the infinitive and –ing
- Use of present simple;
- Expression of the future with “will” and “going to”;
- Use of comparatives and superlatives;
- Use of “present perfect” vs. “simple past”;
- Use of “present perfect continuous”.

3. DEMONSTRATION OF THE COHERENCE OF PROGRAMME CONTENT WITH THE OBJECTIVES OF THE CURRICULAR UNIT

The contents of the curricular unit are intended to enable the student to reach an A2/ B1 level in the four communication skills in a foreign language, according to the recommendations of the Common European Framework of Reference for Languages (CEFR), providing the lexical units and the communicative functions suitable for communication in English for business purposes.

In order to develop his/her activity in international business marketing in constant contact with the English language, the student will acquire specific and general lexical, linguistic and cultural skills and knowledge, thereby focusing on the consolidation of intercultural, grammatical and lexical aspects of language, general and specific, developing relational, instrumental and intercultural skills.

4. MAIN BIBLIOGRAPHY

Required bibliography

Jones, Leo and Richard Alexander (2011). *New International Business English*. Cambridge: Cambridge University Press.

Lloyd, Angela, Sharon Rieck and Gisela Schwarz (2009). *A New Start: Professional*. Berlin: Cornelsen Ridge.

A good English-Portuguese and Portuguese-English dictionary (e.g. Collins, Michaelis).

Relevant Internet sites.

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One of the following grammar books depending on the student's level (CEFR).

For A1-A2 (beginner):

Swan, Michael and Catherine Walter (2009). *The Good Grammar Book*. Oxford: Oxford University Press.

Campos, Luísa, Walter Best and Paula Neves (2020). *Gramática do Inglês para A1-A2 com exemplos traduzidos em português*. Guarda: IPG.

For B1+ (Intermediate):

Swan, Michael and Catherine Walter (2001). *How English Works*. Oxford: Oxford University Press.

Recommended bibliography

Bolen, Jackie (2020). *Business English Vocabulary Builder: Idioms, Phrases and Expressions*.
jb.business.online@gmail.com.

Brieger, Nick and Simon Sweeney (1994). *The Language of Business English*. Hemel Hempstead: Prentice Hall.

Mascull, Buill (2002). *Business Vocabulary in Use*. Cambridge: Cambridge University Press.

Rogers, John (2001). *Market Leader: Practice file*. Harlow: Pearson Education Limited.

Trompenaars, Fons and Peter Wooliams (2003). *Business across Cultures*. West Sussex: Capstone.

Tullis, Graham and Tonya Trappe (2004). *New Insights into Business*. Vydavateľstvo: Longman.

5. TEACHING METHODOLOGIES (EVALUATION RULES)

In order to involve and hold the student responsible in the teaching/learning process, more emphasis is given to the interactive lesson and group work for dramatizations/simulations, debate and case studies, notwithstanding expository approaches when necessary. Individual or group work to include reading, pronunciation exercises, interpretation, grammar exercises and relevant case studies.

EVALUATION RULES:

The assessment can be i. a) continuous or i. b) periodic (for student workers) and/or ii. by the final exam and/or by recourse exam:

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i.a)- Continuous assessment, for students who attend classes weekly (in person and/or online, with the amount of time present, in the case of online classes, calculated by the reports received from the Zoom application):

Two written tests (45% + 45% = 90%) plus the quality of oral participation in class, including any assignments (10%);

i.b)- Periodic assessment, for student workers prevented from attending classes (in person and/or online) regularly (with proof of student worker status presented to the teacher and academic services):

Two written tests/tests (45% + 45% = 90%) and an oral test at the end of the semester (10%), on the day of the written test or until the end of the following week, according to the joint availability of the professor and the student.

ii. Assessment by final exam - a written exam (100%) or a written exam, with the possibility of this being followed by an oral exam if the exam is online (100% average), on the day of the written exam or until the end of the following week, according to the joint availability of the professor and the student.

iii. Assessment by recourse exam - a written exam, with the possibility of this being followed by an oral exam, if the exam is online (100% average), on the day of the written exam or until the end of the following week, according to the joint availability of the professor and the student.

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

The methodologies to be applied are intended to involve and hold the student accountable in the teaching / learning process of this foreign language. Knowing that metalinguistic approaches, essential in the learning of foreign languages in this age group, are activated in the student through the act of writing, the work developed involves a component of writing. The techniques of written expression in English serve to give the student support in the development of this communicative competence in all its aspects. However, since the student's future communicative interventions in the business world may be characterized mainly by their oral nature, equal emphasis will be placed on this component, namely through question and answer sessions and simulations. The oral communication training will also include exercises in listening comprehension, pronunciation and linguistic rhythm.

7. ATTENDANCE

Students can make decisions about their attendance (in-person and online) to classes, knowing that the type of assessment is based on that same attendance. Students need to participate weekly in in-

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person and/or online classes to have access to continuous assessment, that is, to the two tests and the assessment of oral participation. All absences from classes must only be by *force majeure* and duly justified in writing. The student must communicate, at the beginning of the semester, any special circumstances that affect him/her.