



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Economiche, Aziendali e Statistiche		
ACADEMIC YEAR	2021/2022		
MASTER'S DEGREE (MSC)	TOURISM SYSTEMS AND HOSPITALITY MANAGEMENT		
SUBJECT	SPANISH		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50460-Lingue straniere		
CODE	18994		
SCIENTIFIC SECTOR(S)	L-LIN/07		
HEAD PROFESSOR(S)	RODRIGUEZ ESCALONA ADIAGNA	Professore a contratto	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	8		
INDIVIDUAL STUDY (Hrs)	152		
COURSE ACTIVITY (Hrs)	48		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS			

PREREQUISITES	It is not required specific prerequisites concerning the teaching content, although it is desirable a minimum knowledge of the grammar and syntax of the Spanish language.
LEARNING OUTCOMES	<p>1 - Knowledge and understanding: At the end of the course the student must:</p> <ul style="list-style-type: none">- elaborate and / or apply personal ideas to topics of interest social or current affairs;- reinforce grammatical, lexical and communicative knowledge of the Spanish language in relation to language skills - level B1 of the QERL;- deepen aspects of contrastive grammar by reflecting on the difficulties that usually meet Italian speakers in the written and oral communication in Spanish;- acquire knowledge and understanding skills in a field of post-secondary studies useful to establish a communication of interpersonal type, for personal growth and for any studies later. <p>2- Ability to apply knowledge and understanding At the end of the course the student:</p> <ul style="list-style-type: none">- will be able to read, understand and comment on written texts of an intermediate level (B1 of the QERL);- will be able to communicate and maintain a conversation in a non-complex Spanish level;- will know how to apply the concepts learned even to texts / circumstances not analyzed in class;- will know how to translate texts of the indicated level and use the tools adequate vocabularies, traditional and online (vocabularies, repertoires, databases, grammars). <p>3- Autonomy of judgment The student, thanks also to the acquisition of appropriate tools methodological, will know how to use the knowledge independently acquired to understand the texts, find and use data to formulate answers to well-defined problems of a concrete nature (conversations on family matters, of personal interest or concerning daily life). The student must possess the ability to find and use data to formulate answers to well-defined problems.</p> <p>Communication skills The student will be able to communicate, in written and oral form, in Spanish language according to the required level, expressing itself in informal, formal and working contexts. Specifically, it will be able to communicate information and ideas related to the personal field and of daily life with mother tongue interlocutors (level B1 of the common frame of reference); describe and narrate, connecting simple expressions, experiences and events. They will know how to motivate and explain personal opinions and projects, tell a story or summarize briefly the plot of a book or a film and expose it their opinions. They will be able to write complex and medium texts consistent on topics known to them or of interest to them, citing personal experiences and impressions, as well as being able to translate formal and informal texts, although not complex.</p> <p>4- Learning skills The student will have learned a method of study and work that will allow to extend to situations and texts different from those studied in class the skills of analysis, interpretation, written and oral work, as well as progress in the study of the Spanish language to higher levels.</p>
ASSESSMENT METHODS	The judgment is expressed in thirtieths on the basis of an exam divided into a written and an oral test: the final grade is given by the arithmetic mean of the two tests.
EDUCATIONAL OBJECTIVES	<p>The purpose of the course is to bring the students to a level B1 of the QERL. Synthetically, it consists in the deepening of linguistic and functional contents corresponding to an A2 level and in the approach to new uses and elements of the language (morphosyntactic and lexicon) in order to develop the students' communication skills until the B1 level is reached.</p> <p>Synthetically, at the end of the course, the student will be able to:</p> <ul style="list-style-type: none">· Understand the main contents of texts in a Spanish language standard;· Produce simple and coherent texts on familiar topics;· Ask and express personal opinions;· Give advice and instructions;· Express yourself with simplicity and clarity to describe and tell stories or events;· Describe and motivate programs and projects;· Expressing desires, interests and feelings;· Make assumptions.
TEACHING METHODS	The course is organized in two parts: a) lessons and guided exercises in the classroom; b) autonomous study. For training purposes, the four communication skills about comprehension and written production are developed through simulations in context and written and oral materials, in the original language.
SUGGESTED BIBLIOGRAPHY	1. Equipo Prisma, Prisma 2 Plus, Curso de español para italianos, Edinumen/Sansoni per la scuola, Libro del alumno

	(+ libro digital + ejercicios). 2. CLAVE, Diccionario del uso del español actual, Madrid, SM. 3. Grande Dizionario di Spagnolo con CD-ROM, Garzanti. 4. RAE/AELE (Asociacion de Academias de la Lengua española), Nueva gramática de la lengua española Manual, Madrid, Espasa, 2010. 5. Il materiale didattico messo a disposizione dal docente. A coloro che non possono frequentare le lezioni – non obbligatorie ma assolutamente consigliate – si suggerisce la consultazione del testo di M. Cerrolaza, O. Cerrolaza, B. Llovet, Planet@ E.L.E., Libro de referencia gramatical: fichas y ejercicios 1, Madrid, Edelsa, 1998. Testi facoltativi integrativi: - F. San Vicente, J. C. Barbero Bernal, F. Bermejo Contrastiva. Gramática de la lengua española, Bologna, CLEB, 2010. - C. Gonzalez Bueno, Diferencias de usos gramaticales entre el español y el italiano, Madrid, Edinumen, 2007. - AA.VV., Dificultades del español para hablantes de italiano, Madrid, SM, 2003.
--	--

SYLLABUS

Hrs	Frontal teaching
4	- Functional Contents: Telling and describing anecdotes to the past. To place an action before another in the past. Describe a later action to another immediately. Telling something that happens for the first time. - Grammar Content: - Summary of verbal times with past value. - Pretérito pluscuamperfecto of the indicative: morphology and uses. - Review of the verb ser to describe aspects of personality. - Review of the verb estar to describe moods. - Review of the conectores: ya, todavía, porque, pero, cuando, además, por eso.
4	- Functional Contents: Express your opinion. Express agreement / disagreement / doubt / skepticism. Be favorable / against. - Grammar Content: Subjuntivo present of the regular and irregular verbs. Verbs of opinion (creer, pensar, opinar, parecer) + indicative / subjunctive. Express an evaluation using infinitive / subjunctive. Use of the "Conectores del discurso": además, también, igualmente, encima, es más, más aún, incluso, hasta.
4	- Functional Contents: Express, wish requests and orders. To apologize. Give advice / suggestions. - Grammar Content: Recomendar / aconsejar + que + subjuntivo / infinitive / nombre Espero / deseo / quiero + que + subjuntivo / infinitive / nombre Ojalá + que + subjuntivo Pedir / rogar / prohibir + que + subjuntivo / infinitive / nombre
6	- Functional Contents: Talk about tastes / preferences / aversions etc. Expressing positive / negative feelings. Expressing joy / sadness / fear. - Grammar Content: Verbs that express feelings and feelings with infinitive and subjunctive: Me gusta / encanta / molesta / fastidia; Hate. Me irritates / from vergüenza / entristece / alegre / es intolerable. - The relative que and donde with indicative and subjunctivo - Uses of the "discursive Conectores": sin embargo, aunque, ya que, en otras palabras. - Undefined pronouns to ask for the existence / presence of someone / something.
4	- Functional Contents: Talk about two simultaneous actions. Talk about an action immediately after another. Express the start / end of an action. - Grammar Content: Time presumptions with indicative and subjunctivo. - Time references: mientras (a lot), todas las veces que, desde que, más tarde, al / a los, Al cabo de, cuando, siempre que, cada vez que, tan ready como, en cuanto, hasta que, nada más, antes de (que), después de (que).

SYLLABUS

Hrs	Frontal teaching
4	<p>- Functional Contents: Express hypothesis and probability. Confirm and deny a statement.</p> <p>- Grammar Content: Quizá (s) / Tal vez / Posibly / Probably + indicative or subjunctive. Puede (ser) que, es posible que, es probable que + subjuntivo. A lo mejor, igual, lo mismo + indicative. Differences future imperfecto / condicional simple.</p>
6	<p>- Functional Contents: Explain the reason / cause of an action. Express the purpose of an action.</p> <p>- Grammar Content: Causal propositions and reference "conectores": porque, como, debido a (que), due de (que), por, ya que, puesto que, dado que. Differences between por and para. Final propositions and "conectores" of reference: a que, para que, a fin de que, con el fin de que. Use of "discurso conectores": referent to, respecto a, en relación con, por eso, por esa razón, a pesar de que, finalmente, por último, aunque.</p>
6	<p>- Functional Contents: Express wishes. Making hypotheses and expressing probabilities. Ask and give advice</p> <p>- Grammar Content: Subjuntivo present, pretérito perfecto and imperfecto. Correlation between verbal times in subordinate clauses with the subjunctive. Futuro compuesto.</p>
6	<p>- Functional Contents: Express consequences Express conditions that are possible and unlikely in the future and unattainable in the past.</p> <p>- Grammar Content: Consecutive statements. Morphology and uses of the pre-arranged pluscuamperfecto of the subjuntivo. Condicional compuesto. Hypothetical period.</p>
4	Review of the main communication functions and grammatical competence objectives