



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Economiche, Aziendali e Statistiche		
ACADEMIC YEAR	2022/2023		
BACHELOR'S DEGREE (BSC)	TOURISM, TERRITORIES AND BUSINESSES		
SUBJECT	SPANISH LANGUAGE		
TYPE OF EDUCATIONAL ACTIVITY	C		
AMBIT	10669-Attività formative affini o integrative		
CODE	04718		
SCIENTIFIC SECTOR(S)	L-LIN/07		
HEAD PROFESSOR(S)	RESTIVO TIZIANA	Professore a contratto	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	8		
INDIVIDUAL STUDY (Hrs)	136		
COURSE ACTIVITY (Hrs)	64		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS			

<b>PREREQUISITES</b>	Knowing the Italian grammar: phonology, syntax, morphology, grammatical and logical analysis. Knowing another Romance language could be a valuable requirement
<b>LEARNING OUTCOMES</b>	<p>Knowledge and capacity of comprehension</p> <ul style="list-style-type: none"> <li>• Knowledge and capacity of comprehension in a postgraduate course unit characterised by the use of advanced books. This competence will provide the basis for an interpersonal communication and it will contribute to the personal growing in order to work in tourism fields.</li> <li>• Know the basic vocabulary of the Spanish language and communicate clearly and synthetically, using simple words and phrases in tourism.</li> </ul> <p>Ability to use the skills acquired and to understand what Spanish people say</p> <ul style="list-style-type: none"> <li>• Ability to use the skills acquired and ability of understanding interpersonal dialogues communicating successfully in Spanish language about general discourse and tourism as a specialized discourse</li> <li>• Ability to understand, analysing and resume every kind of text specifically in the field of tourism in Spanish language</li> <li>• Ability to understand and use successfully bilingual and monolingual dictionaries</li> </ul> <p>Auto-evaluation</p> <ul style="list-style-type: none"> <li>• Ability to find and use figures and dates in order to provide problem solving in tourism field</li> <li>• Ability to interpret texts and debate in Spanish language on general or specific themes concerned tourism</li> </ul> <p>Ability of communicating</p> <ul style="list-style-type: none"> <li>• Ability to communicate information and ideas related to the personal background and to the daily life talking to Spanish native speakers in a written or oral form</li> <li>• Ability to talk about texts and communication contexts in Spanish language relating to tourism both in the written or oral form</li> </ul> <p>Ability to understand</p> <ul style="list-style-type: none"> <li>• Ability to continue advanced studies by your-self according to the Common European Framework of Reference for Languages (CEFR) re-elaborating the contents taught during the Spanish course unit</li> </ul>
<b>ASSESSMENT METHODS</b>	<p>Spanish exam involves an evaluation which is expressed as a grade out of 30. As duly registered on an electronic record-book the student can hold the written exam which is deemed to be passed successfully if the final grade is equal to or higher than 18/30. In the event of a full grade (30/30), the professor in charge of the learning activity may grant honours (lode) but only during the oral exam.</p> <p>The exam is made up of two parts: the written exam and the oral one. The written exam is further divided in two parts: the first one aiming to assess the student's knowledge of the Spanish grammatical competences and it consists of filling 50 gaps and it lasts 50 minutes. A score is given to each gap which can be: correct, failed or omitted.</p> <p>The second written exam consists on writing a short text. Two different options are given to the students having only one option to choose.</p> <p>No bilingual dictionaries are allowed but only monolingual Spanish dictionary. Students must respect the exam delivery and the deadline of 1h and 55 minutes for this second part of the written exam.</p> <p>The oral exam is made up of almost ten questions aiming to evaluate not only the Spanish grammatical competences but also the whole lectures as part of the Spanish teaching programme.</p> <p>Some of the ten questions aim to evaluate the competence in tourism as a specialized discourse studied during the Spanish course unit and the touristic skills characterising the activity included in the curriculum of study.</p> <p>Candidates must show to have basic competences to work in the field of tourism and they must be able to talk about Relational tourism, Ecotourism, Accessible tourism explaining their personal point of view following the example of an essay.</p> <p>The final grade will be the average of the written exam and the oral one. Course attendance is not mandatory but strongly suggested.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Provide the Spanish language abilities of the A2-B1 level into the Common European Framework of Reference for Languages (CEFR) – listening - speaking – reading - writing</li> <li>• Introduce to the culture context of the Spanish countries</li> <li>• Introduce to the metalinguistic analysis of the Spanish language</li> <li>• Ability of using the all four Spanish language skills (listening, speaking, reading and writing) with proficiency and fluently specifically in the economic and tourism field for the exchange of general information</li> </ul>
<b>TEACHING METHODS</b>	• Academic teaching with the teacher explaining and facing the students

	<p>•Lectures shown by using Powerpoint slides and mind maps projected by the Interactive Multimedia Board</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>1. Prisma Plus 1 (Nivel A1- A2), Prisma Plus2 (Nivel A2-B1)Madrid, Edinumen</p> <p>2. Grámatica básica del estudiante de español (A1-B1) edición revisada y ampliada. Difusión. Alonso Raya, R; Casteñada Castro, A; Martínez Gila, P; Miguel López, L; Ruiz Campillo, J.P.; (2011)</p> <p>3. RAE/AALE (Asociación de Academias de la Lengua española), Nueva gramática de la lengua española Manual, Madrid, Espasa, 2010</p> <p>4. Materiali messi a disposizione nella sezione docenti</p> <p>5. CLAVE, Diccionario del uso del español actual, Madrid, SM</p> <p>6. Grande Dizionario di Spagnolo con CD-ROM, Garzanti</p> <p>7. O. Cerrolaza Gili, Diccionario práctico de gramática, Madrid, Edelsa2005</p> <p>N.b. Agli studenti non frequentanti a maggior ragione si consiglia inoltre il testo di grammatica: Grámatica básica del estudiante de español (A1-B1) edición revisada y ampliada. Difusión. Alonso Raya, R; Casteñada Castro, A; Martínez Gila, P; Miguel López, L; Ruiz Campillo, J.P.; (2011). (chiave risoluzione esercizi da pag.284 a pag.304)</p>

## SYLLABUS

Hrs	Frontal teaching
4	<p><b>UNIT 1</b></p> <p>- Functions:</p> <p>Introducing yourself in a formal and informal way</p> <p>Saying hello and goodbye (greeting people) in a formal and informal way</p> <p>Giving personal information: nationality, origin, profession, age, saying where do you come from</p> <p>- Grammar:</p> <p>The Spanish alphabet and the correspondence between sound and writing of the consonants and vowels</p> <p>Written accent mark: la tilde</p> <p>Divide words into syllables</p> <p>Subject pronouns: direct and indirect object Pronouns</p> <p>The use of "tú y usted"</p> <p>Simple present of the verbs: ser, estar, tener</p> <p>Simple present of the regular verbs: trabajar</p> <p>Cardinal numbers: 0-101</p> <p>Demonstratives: este, esta, estos, estas</p> <p>- Vocabulary:</p> <p>Names and surnames</p> <p>Nationalities and countries</p> <p>Foreign languages</p> <p>Talking about profession and job</p>
4	<p><b>UNIT 2</b></p> <p>- Functions:</p> <p>Asking for the position of people and objects</p> <p>Describing people's physical appearance</p> <p>Describing objects and clothes and accessories</p> <p>- Grammar:</p> <p>Simple present of the verbs: ar/er/ir</p> <p>Gender and number of nouns (Concordance of Adjective)</p> <p>Use of Definite and Indefinite Articles in Spanish</p> <p>Interrogative pronouns: Dónde/Qué/Quién/Cómo/De dónde/Cuántos</p> <p>The verb form "hay/está-están" (there is/there are)</p> <p>Prepositions</p> <p>- Vocabulary:</p> <p>Objects in the classroom and locating them</p> <p>Colours</p> <p>Giving directions</p> <p>The house and parts of the house</p> <p>Furniture</p> <p>The family</p> <p>Clothes</p>

## SYLLABUS

Hrs	Frontal teaching
6	<p>UNIT 3</p> <p>- Functions:</p> <p>Expressing needs, desires and preferences</p> <p>Asking for direction</p> <p>Giving or deny a permission</p> <p>Offering and inviting: accepting or refusing</p> <p>- Grammar:</p> <p>Adjectives in Spanish</p> <p>Possessive adjectives and Pronouns</p> <p>The verbs: ir-venir-traer-llevar</p> <p>The verbs: necesitar, querer, preferir + infinitive/noun</p> <p>Imperative form: the regular and irregular verbs</p> <p>The prepositions and their use</p> <p>- Vocabulary:</p> <p>The city of Madrid and the subway</p> <p>Public transports in Spain</p> <p>Stores and shops to relax in Spain</p>
6	<p>UNIT 4</p> <p>- Functions:</p> <p>Telling the time .</p> <p>Talking about actions in progress and actions of the daily activities: time, dates, time location</p> <p>Expressing the frequency of doing daily routine</p> <p>- Grammar:</p> <p>Irregular verbs: Stem-Changing Verbs (o-ue – e-ie- u-ue) and (e-i)</p> <p>Irregular verbs: Stem-Changing Verbs en acer – ecer – ocer, ducir - uir (changing the first person)</p> <p>Irregular verbs</p> <p>Reflexive verbs</p> <p>Adverbs of frequency</p> <p>Relatives: que, donde etc...</p> <p>- Vocabulary:</p> <p>Public relation</p> <p>Hobbies: living the night: la movida española</p> <p>Spanish young expressions</p> <p>The parts of the day</p> <p>Months and seasons of the year, days of the week</p> <p>Television and radio</p>
6	<p>UNIDAD 5</p> <p>- Functions:</p> <p>Expressing likes and dislikes</p> <p>Expressing agree and disagree</p> <p>Asking for food and drink at the restaurant</p> <p>- Grammar:</p> <p>The verbs: gustar, encantar and doler</p> <p>Adverbs: también/tampoco</p> <p>The use of comparison: comparisons of inequality, of equality and superlative</p> <p>Irregular adjective in comparison</p> <p>Contractions of some adjectives behind nouns: bueno, malo, primero, tercero, grande</p> <p>- Vocabulary:</p> <p>Hobbies and spare time</p> <p>Food and drink</p> <p>Parts of the body</p> <p>Talking about disease</p>
4	<p>UNIDAD 6</p> <p>- Functions:</p> <p>Expressing the idea that something is happening now</p> <p>Talking about duration time</p> <p>Expressing simultaneous actions</p> <p>- Grammar:</p> <p>Present continuous/progressive: Estar+ ing-form, imperfecto de estar + ing-form, seguir + ing-form</p> <p>Using verbs to describe the weather: llover, nevar etc....hace muy/mucho + adjective/noun</p> <p>The use of “muy and mucho”</p> <p>- Vocabulary:</p> <p>Talking about the weather</p> <p>The map of Spain: Spanish geography</p> <p>Cardinal points: north, south, east, and west</p>

## SYLLABUS

Hrs	Frontal teaching
4	<p>UNIT 7</p> <p>- Functions:</p> <p>Expressing and asking quantities</p> <p>Talking about the existence of something or someone</p> <p>Expressing doubts</p> <p>Asking and giving prices</p> <p>- Grammar:</p> <p>Relative pronouns and adjectives: algo/nada, alguien/nadie, alguno/ninguno</p> <p>Cardinal numbers: 101-1 million</p> <p>- Vocabulary:</p> <p>Going shopping</p> <p>Stores and shops</p> <p>The supermarket</p> <p>The shopping list.</p>
3	<p>UNIT 8</p> <p>- Functions:</p> <p>Talking about plans and future actions</p> <p>Making suggestions</p> <p>Accepting or refusing suggestions</p> <p>Expressing obligation</p> <p>- Grammar:</p> <p>Future: form and use</p> <p>Ir a + infinitive, pensar + infinitive, hay que + infinitive, tener que + infinitive, deber + infinitive</p> <p>- Vocabulary:</p> <p>Free time and hobbies</p> <p>Trips and voyages</p> <p>Madrid and the citizens</p>
4	<p>UNIT 9</p> <p>- Functions:</p> <p>Talking about actions at the present</p> <p>Describing or narrating personal experiences and habits and expressing the frequency</p> <p>Talking about habits and facts already finished</p> <p>- Grammar:</p> <p>The form of present perfect: regular and irregular past/perfect participle</p> <p>Time markers of present perfect: hoy, nunca, esta mañana</p> <p>Expressing the personal opinion: me parece que, creo que + simple present, para mí (according to me – I think that)</p> <p>Markers of coherence and cohesion: en primer lugar además, por otra parte</p> <p>- Vocabulary:</p> <p>Daily life and routine</p> <p>Spanish life and habits</p>
4	<p>UNIT 10</p> <p>- Functions:</p> <p>Describing or narrating past actions .</p> <p>Describing experiences lived and the frequency</p> <p>Giving importance to something done during a period of time</p> <p>- Grammar:</p> <p>Present perfect: form and use</p> <p>Time markers: hoy, esta semana, este mes, este año</p> <p>Comparison between: simple present and present perfect</p> <p>- Vocabulary:</p> <p>Talking about personal experiences and spare time</p> <p>Touristic cities in Spain</p>
4	<p>UNIT 11</p> <p>- Functions:</p> <p>Narrating actions at the past time</p> <p>- Grammar:</p> <p>Simple past: form and use</p> <p>Simple past of the regular verbs</p> <p>Simple past of the irregular verbs</p> <p>Time markers: al cabo de/a, los /después de</p> <p>Talking about something you want to do again: volver a + infinitive</p> <p>Coherence and cohesion into the spanish discourse analysis: y, pero, es decir, en primer lugar</p> <p>Positive statement: sí, claro; sí, por supuesto; sí, cómo no; claro, claro</p> <p>Negative statement: nunca, jamás, nunca jamás, no..ni...ni...¡ qué dices ! ¡ ni hablar para mí! Bueno, bueno, no ...</p> <p>- Vocabulary:</p> <p>Holidays</p> <p>Talking on the phone</p>

## SYLLABUS

Hrs	Frontal teaching
3	<p>UNIT 12</p> <p>- Functions:</p> <p>Talking about historical events</p> <p>Giving information about two different actions</p> <p>Talking about people's life</p> <p>Giving personal information by the C.V</p> <p>Applying for a job</p> <p>Narrating anecdotes</p> <p>- Grammar:</p> <p>Simple past: form and use</p> <p>Simple past of the Stem-Changing Verbs (3° singular y plural e&gt;i, o&gt;u, i&gt;y)</p> <p>Time markers of the simple past</p> <p>Comparison between present perfect and simple past</p> <p>- Vocabulary:</p> <p>Talking about people's life</p> <p>Biographies: Miguel de Cervantes, Pablo Ruiz Picasso</p> <p>Writing a C.V and a presentation letter</p>
3	<p>UNIT 13</p> <p>- Functions:</p> <p>Describing habits into the past</p> <p>Describing people, animals, and objects into the past</p> <p>Talking about past events</p> <p>- Grammar:</p> <p>Past perfect: the form and use</p> <p>Comparison with: simple present, and past perfect</p> <p>Time markers of the past perfect: antes/ahora</p> <p>Use to + infinitive to express habits in the past: Soler + infinitivo</p> <p>Adverbs of frequency</p> <p>- Vocabulary:</p> <p>House</p> <p>School and education in Spain</p> <p>Historical events and discovers</p>
3	<p>UNIT 14</p> <p>- Functions:</p> <p>Talking about the past</p> <p>Talking about actions that took place before a certain point in the past</p> <p>Comparison with: simple past, present perfect, past perfect</p> <p>Time markers: antes de/después de/hace, desde hace/durante</p> <p>- Grammar:</p> <p>Focus on the verbs past perfect tense and the use</p> <p>- Vocabulary:</p> <p>Personal experiences narrated into the past</p> <p>Dreams and nightmares</p>
3	<p>UNIT 15</p> <p>- Functions:</p> <p>Making promises</p> <p>Justify yourself</p> <p>Talking about future decisions and plans</p> <p>- Grammar:</p> <p>Future: form and use</p> <p>Future expressions</p> <p>Conditional Clauses – Type I: the real conditional sentence: if + Simple Present, will Future/simple present - Si + presente de indicativo + futuro imperfecto/presente de indicativo</p> <p>- Vocabulary:</p> <p>Spanish advertising</p> <p>Play of the cards: la baraja española</p>
3	<p>UNIT 16 Tourism as a specialized discourse</p> <p>Types of accomodation .</p> <p>Classification of the hotel</p> <p>The hotel</p> <p>Booking a hotel room</p> <p>Vacation packages</p> <p>The “paradores”</p> <p>Ecotourism</p> <p>Accessible tourism</p> <p>Relational tourism</p>