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| <p>POLI<br/>ESCOLA SUPERIOR<br/>TURISMO<br/>HOTELARIA<br/>TÉCNICO<br/>GUARDA</p> | <h2>SUBJECT DESCRIPTION</h2> | <p><b>MODELO</b><br/>PED.014.03</p> |
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|   |   |                      |           |              |              |   |
|---|---|----------------------|-----------|--------------|--------------|---|
| Course  | <i>Tourism and Leisure/Hotel Management/Catering and Food Service</i> |                      |           |              |              |   |
| Subject   | <b>French Language III</b>  |                      |           |              |              |   |
| Academic year   | 2023_24   | Curricular year      | 2nd       | Study period | 1st semester |   |
| Type of subject   | Elective  | Student workload (H) | Total: 81 | Contact: 45  | ECTS         | 3 |
| Professor(s)  | <i>Anabela Oliveira da Naia Sardo (PhD)</i>                           |                      |           |              |              |   |
| <input checked="" type="checkbox"/> Area/Group Coordinator<br><input type="checkbox"/> Head of Department | <i>Walter Best (PhD)</i>  |                      |           |              |              |   |

### PLANNED SUBJECT DESCRIPTION

#### 1. LEARNING OBJECTIVES

*The Applied French Language III subject privileges the four main competences, referenced for the languages: comprehension of oral, comprehension of written documents, oral expression and written expression. It is about driving students to practice oral and written communication in French (independent user - Common Reference Levels: global scale) by promoting the acquisition and development of general and specific skills and knowledge.*

#### 2. PROGRAMME

*A - Understanding and using expressions:*

- 1. Voyager : tourisme, patrimoine et gastronomie*
- 2. Proposer un produit touristique (manifestation culturelle, particularité régionale, visites gastronomiques locales)*
- 3. Accueillir et traiter les demandes/réclamations des clients (hôtel, restaurant et autres lieux culturels, touristiques)*

*B - Grammatical points: l'expression du temps (situer dans le temps/exprimer la durée/la datation), consolider des modes et temps verbaux, l'actif et le passif, la comparaison, les adjectifs/pronoms indéfinis, les pronoms personnels, les pronoms relatifs, le discours rapporté, l'expression de la condition/les hypothèses, la construction de la phrase simple et complexe, les connecteurs temporels/logiques.*

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### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

*It becomes necessary to envisage the learning of foreign languages as the construction of a multilingual and multicultural competence in the terms in which it is formulated in the Common European Framework of Reference for Languages (Council of Europe, Modern Languages: Learning, Assessment: The Common European Framework of Reference, Strasbourg, 1998 / Conseil de l' Europe / Les Editions Didier, Cadre Européen de Référence pour les Langues: Apprendre, enseigner, évaluer, Paris, 2001).*

### 4. MAIN BIBLIOGRAPHY

*CHOLVY, J. (2014). En cuisine. CLE International.*

*CORBEAU, S.; DUBOIS, C.; PENFORNIS, J.-L.; SERNICHON, L. (2006). Hôtellerie-Restaurant.com. CLE International.*

*CORBEAU S., DUBOIS C., PENFORNIS J.-L. (2006). Tourisme.com. CLE International.*

*Dictionnaire du français, Le Robert. CLE International.*

*DUSSAC É. (2017). Bon voyage! Français du tourisme.A1-A2, CLE International.*

*GRÉGOIRE, M. (2010). Grammaire progressive du français avec 500 exercices. Niveau débutant, CLE International.*

*GRÉGOIRE, M., THIÉVENAZ, O. (2012). Grammaire progressive du français avec 600 exercices. Niveau intermédiaire, CLE International.*

*MIQUEL C. (2009). Vite et Bien 1. Niveaux A1 et A2. Méthode rapide pour adultes, CLE International.*

*MIQUEL, C. (2010). Vite et Bien 2. Niveau B1. Méthode rapide pour adultes, CLE International.*

*Podcast Français facile. Apprendre le Français – Niveau débutant. Disponible en <https://www.podcastfrançaisfacile.com/français-debutant-apprendre-le-français.html>.*

*SARDO, A. (2023-24). Manual de Francês III. ESTH/IPG.*

*Note: Bibliographic indications can be completed during the classes.*

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## 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

*The methodological procedures and strategies are oriented towards the co-responsibility of the student, which is why responsible, correct and active participation in classes is valued. Priority will be given to diversified strategies and activities, progressive study and communicative approaches.*

*The evaluation of the courses is defined in the School Regulation of the Courses of the 1st Cycle of the IPG.*

*Continuous assessment requires the students' presence and participation in 75% of contact hours, as provided for in the study plan. Failure to comply with this rule results in a negative result for this form of assessment, requiring the student to take the final assessment by examination.*

*The continuous evaluation of the curricular unit is done through two written tests with the same weight. To make the second test, the student must obtain a minimum grade of 8/20 points. If this does not happen, the student must take the final examination.*

*The 2 written tests are worth 80% of the final evaluation. The remaining 20% will be used to assess the competence of oral communication which can be evaluated during classes or through an oral exam at the end of the semester.*

*In the final assessment by examination, the teacher may, if considered necessary, request an oral test. Only the student who obtains at least 9/20 in the written test can have access to the oral test.*

## 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

*The capacity and awareness of the communicative act allow the individual to integrate and position himself socially. In this way, "performative" methodologies and strategies are valued, always combined with theoretical or metalinguistic concepts that underpin them, emphasizing not so much knowledge, but above all know-how. And this is only achieved by "doing" and acting. For this reason, the methodologies and activities focus on the student, proceeding to the analysis and comment of real-life situations and the creation of communication situations in different formal or informal contexts.*

## 7. ATTENDANCE

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*Continuous assessment requires the student to be present and participate in 75% of the contact hours, as provided for in the study plan.*

## **8. CONTACTS AND OFFICE HOURS**

*Professor's office: B13 (ESTH/IPG).*

*E-mail: asardo@ipg.pt*

*School address: ESCOLA SUPERIOR DE TURISMO E HOTELARIA | Rua Dr. José António Fernandes Camelo – Arrifana | 6270-372*

*Seia*

*Phone number: +351 238 320 800 Fax: +351 238 320 890*

*E-mail: geral.esth@ipg.pt*

## **DATE**

*18 de setembro de 2023*

## **SIGNATURES**

Professor

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(Anabela Sardo)

Area/Group Coordinator

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(Walter Best)