

Updated On	2023/09/23																																
Curricular Year / Period	2023/24 / S2																																
Course	Tourism																																
Curricular Unit	Foreign Language II - French																																
Language(s) of Instruction	Français																																
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>100</td> <td>0</td> <td>7.5</td> <td>45</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>7.5</td> <td>0</td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	4	100	0	7.5	45	0	0	0	0	0	7.5	0
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4	100	0	7.5	45	0	0	0	0	0	7.5	0																						
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Anne Claude Danièle Studer / astuder@ipportalegre.pt																																
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>																																	
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ol style="list-style-type: none"> Develop communicative and interaction skills. Develop and deepen knowledge of the language. Approach level A2.2 of the Common European Framework of Reference for Languages. Acquire competencies preparing for tourism professions: Characterize simply; Retransmit and / or exchange simple information; Welcome, inform and orient; Advise simply: make a proposal, express an opinion. Explore francophone and lusophone cultures. 																																
Sustainable Development Goals																																	
Syllabus	<ol style="list-style-type: none"> General themes and realities of tourism. <ul style="list-style-type: none"> -The different types of landscape: characterize, describe -The city <ul style="list-style-type: none"> Locate in town Monuments, tangible and intangible heritage Services -Tourist offer <ul style="list-style-type: none"> Activities Accommodation and catering -Changes and transformations: from today to tomorrow <ul style="list-style-type: none"> The landscapes The city Tourism and tourist offer Linguistic contents are studied in context, according to the needs. In particular, expansion of the vocabulary and study: of the different types of sentences, of the verbal group and of the nominal group, of the verbal tenses of the indicative useful for the realization of the proposed tasks (present and future in particular), of the conditional, and place and time. 																																
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>Skills are worked on during the realization of various activities and tasks, allowing mutual assistance, autonomy and creativity.</p>																																

	<p>Authentic documents are preferred. Internet access promotes multimodal work. Carried out in small groups, or individually, the tutoring hours allow individual follow-up, resolution of difficulties, orientation of personal work.</p> <p>2 - Period assessment</p> <p>40% written tests 20% oral tests 40% written and oral work, participation in class work, personal work and progress</p> <p>3 - Examination assesement</p> <p>Exam Written : 50 % Oral : 50 %</p>
<p align="center">Bibliography</p>	<p>1 - Main Bibliography</p> <p>CONSELHO DA EUROPA (2011). Quadro europeu comum de referência para as línguas- Aprendizagem, ensino, avaliação. éd.portuguesa. Asa. 352p.</p> <p>CARRAS, Catherine, TOLAS, Jacqueline, KOLHER, Patricia, SZILAGYI, Elisabeth (2007) . Le français sur objectifs spécifiques et la classe de langue. Techniques et pratiques de classe. CLE internationalL.</p> <p>CALMY, Anne-Marie (2004). Le Français du Tourisme. Hachette Français Langue Etrangère et Chambre de commerce et d'industrie de Paris.</p> <p>CORBEAU, S., DUBOIS, C., PENFORNIS, J-L (2013). Tourisme.com. Français professionnel. 2e édition. Clé International.</p> <p>FLUMIAN, C., LABASCOULE, J., PRINIOTAKIS,S., ROYER,C.(2011). Nouveau Rond-Point 2. Édition Maison des Langues.</p> <p>2 - Complementary Bibliography</p> <p>BOURGUIGNON, Claire (2010). Pour enseigner les langues avec le CECRL, clés et conseils. Pédagogie et formation. Delagrave.</p> <p>CHAVES, Rose-Marie, FAVIER, Lionel & PELISSIER, Soizic (2012). L'Interculturel en classe. Grenoble : PUG, coll. Les outils malins du FLE.</p>
<p align="center">Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>