

Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου

Περίγραμμα Μαθήματος 2019/20



Τίτλος Μαθήματος: Επαγγελματικά Γερμανικά II

Κωδικός Μαθήματος: CAGR 211G

Πρόγραμμα Σπουδών / Έτος Σπουδών : Μαγειρικές Τέχνες / 2^ο Έτος

Τμήμα : MT II

Εξάμηνο : Φθινοπωρινό

Αριθμός ωρών διδασκαλίας : 2 περιόδους την εβδομάδα **ECTS :** 2

Καθηγητής: Andrea Schuster

Ώρες Γραφείου: By appointment

Αριθμός Γραφείου:

Τηλ. Γραφείου:

Ηλεκτρονική Διεύθυνση: andriaschuster@gmail.com

Pre-requisite(s) : Professional German I

Module Rationale

This module, as all language modules, is aligned with the Common European Framework of References for Languages (CEFR) and aims to prepare for the A1.2 level. The course intends to introduce students to the hospitality and tourism industry while developing basic language, communication and professional skills in the German language.

Aims

This is the second level in a sequential series of German Language courses for professional purposes and includes topics mainly related to the hygiene regulations, safety hazards, eating habits in German speaking countries, understanding and describing different types of doughs, as well as vocabulary of cereals, grains and bread and vocabulary referring to fresh fruit and nuts. At this level, students will acquire basic language skills of listening, speaking, reading and writing and basic grammatical structure of the German language in order to communicate in their professional environment while providing quality services. They will understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs in their professional field. They will be able to interact in a simple way provided the other person communicates slowly and clearly and is prepared to help.

Students are expected to be close to the A1.2 level of the CEFR.

Learning Outcomes

By the end of the semester, students are expected to be close to functioning at the A1.2 level of the CEFR. Upon successful completion of the module, students will be able to use the German language:

- to talk about eating habits in Germany, Austria and Switzerland,
- to name and identify different fruit and nuts, preparation of fruit and to understand recipes based on fruit,
- to name and identify parts of the body,
- to name and identify working clothes in kitchen and restaurants,
- to name and identify detergents and to describe the maintaining of kitchen equipment,
- to discuss hygiene regulations,
- to report an accident,
- to discuss safety hazards,
- to name and identify different doughs and their ingredients,
- to name and identify pastries and tartes, to understand and create the corresponding recipes,
- to name and identify cereals, grains and bread (also German kinds of bread).

Methods of Teaching/Learning

The student's involvement is essential in the course. The approaches held (communicative and active approach) allow the student to acquire the language skills described in the A1.2 level of the CEFR such as written and oral communication, understanding and expression, through a variety of communicative tasks. The student is active and has the opportunity to also develop skills in observation and reflection, as well as learning strategies that gradually lead to learning autonomy. The communicative and active approach, working mainly through a variety of multimedia documents (CDs, DVDs, texts, etc.), offers role-plays, group discussions, listening comprehension exercises as well as written comprehension and essay writing. The proposed topics aim to develop and promote the use of communication skills based on the needs of the student's field of professional development (grammar and vocabulary for professional purposes).

Assessment

Coursework, Assignments	10%
Tests	25%
Self-study work	25%
Final Exam	40%

Module Requirements

Refer to the students' manual for the module requirements

Module Plan and Content

	SPECIFIC LINGUISTIC OBJECTIVES	LINGUISTIC CONTENT		
		GRAMMAR	VOCABULARY	PHONETICS
1	<ul style="list-style-type: none"> to describe eating habits in German speaking countries 	<ul style="list-style-type: none"> impersonal pronoun <i>man</i> reflexive verbs frequency adverbs <i>mögen</i> and <i>wollen</i> 	<ul style="list-style-type: none"> eating habits times of the day adverbs of frequency 	<ul style="list-style-type: none"> word accent in reflexive verbs
2	<ul style="list-style-type: none"> to name and identify fruit to name and identify nuts 	<ul style="list-style-type: none"> modal verb <i>können</i> syntax in phrases with two verbs 	<ul style="list-style-type: none"> different varieties of fruit different kinds of nuts 	<ul style="list-style-type: none"> use of double consonants
3	<ul style="list-style-type: none"> to describe ways of preparing fruit to understand a recipe for dishes based on fruit <div> SELF STUDY WORK 1 GROUP WORK <ul style="list-style-type: none"> Video recording: Present the preparation of a dish based on fruits! </div>	<ul style="list-style-type: none"> definite article in dative plural nouns in dative plural 	<ul style="list-style-type: none"> verbs describing preparation of fruit kitchen utensils for fruit 	<ul style="list-style-type: none"> consonant <i>w</i>
4	<ul style="list-style-type: none"> to name and identify the parts of the body to use the definite article in all cases 	<ul style="list-style-type: none"> revision: definite article in nominative, genitive, dative and accusative singular 	<ul style="list-style-type: none"> body and its parts 	<ul style="list-style-type: none"> <i>s</i> and <i>ß</i>
5	<ul style="list-style-type: none"> to name and identify working clothes in a kitchen to name and identify working clothes in a restaurant <div> SELF STUDY WORK 2 INDIVIDUAL <ul style="list-style-type: none"> Create a leaflet about the working clothes in a restaurant! </div>	<ul style="list-style-type: none"> definite article in genitive singular and plural nouns in genitive singular and plural 	<ul style="list-style-type: none"> clothes 	
6	<ul style="list-style-type: none"> to name and identify detergents to describe maintaining of kitchen equipment 	<ul style="list-style-type: none"> connectors (<i>und, aber, dann, oder</i>) chronological connectors 	<ul style="list-style-type: none"> different detergents cleansing utensils expressions for 	<ul style="list-style-type: none"> combination of consonants: <i>sch, st</i> and <i>sp</i>

		<i>(erstens, zweitens, drittens, etc.)</i> <ul style="list-style-type: none"> • syntax: changing position of the subject 	maintaining	
7	<ul style="list-style-type: none"> • to understand and follow hygiene regulations 	<ul style="list-style-type: none"> • <i>nicht müssen</i> • <i>nicht brauchen</i> • modal verb <i>dürfen</i> 	<ul style="list-style-type: none"> • hygiene regulations 	<ul style="list-style-type: none"> • <i>ich</i> and <i>ach</i>
8	<ul style="list-style-type: none"> • to report an accident • to talk about potential safety hazards SELF STUDY WORK 3 INDIVIDUAL <ul style="list-style-type: none"> • Create a leaflet about hygiene regulations in a restaurant! 	<ul style="list-style-type: none"> • modal verb <i>sollen</i> • <i>bei</i> + dative • <i>gegen</i> + accusative 	<ul style="list-style-type: none"> • expressions used to report an accident • to issue a warning 	
9	Revision +TEST			
10	<ul style="list-style-type: none"> • to name and identify doughs • to name and identify basic products • to name and identify pastries and tarts • to understand and create a recipe for pastries, cakes and tarts SELF STUDY WORK 4 GROUP WORK <ul style="list-style-type: none"> • Video recording: Present the preparation of a salty or sweet tarte! 	<ul style="list-style-type: none"> • quantitative adverbs 	<ul style="list-style-type: none"> • different types of doughs and their ingredients • pastries and tarts • verbs and expressions used to describe baking and decoration 	<ul style="list-style-type: none"> • <i>ei</i> and <i>ai</i>
11	<ul style="list-style-type: none"> • to name and identify cereals, grains and bread • to discover German bread SELF STUDY WORK 5 GROUP WORK <ul style="list-style-type: none"> • Video recording: Present the preparation of a vegetarian dish based on cereals and grains! 		<ul style="list-style-type: none"> • cereals and grains: <i>noodles rice,...</i> • different types of bread 	<ul style="list-style-type: none"> • <i>ei</i> and <i>ai</i>

	SELF STUDY WORK 6 GROUP WORK <ul style="list-style-type: none"> • Video recording: Present the preparation of a traditional German bread! 			
	SELF STUDY WORK 7 INDIVIDUAL <ul style="list-style-type: none"> • Create a poster with traditional German breads! 			
12	Project presentation			
13	Revision			

Teaching material:

- Bergmann, I., Frey Marie. *Guten Appetit! Kochen auf Deutsch. Sprachtraining und Rezepte*. München. 2014.
- Further reading will be provided