

**City University of Hong Kong  
Course Syllabus**

**offered by Chan Feng Men-ling Chan Shuk-lin Language Centre  
with effect from Semester A 2020/21**

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**Part I Course Overview**

**Course Title:** French 2

**Course Code:** LC2402

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** B2

**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** French supplemented by English

**Medium of Assessment:** French supplemented by English

**Prerequisites:**  
*(Course Code and Title)* LT2401/CLA2401/LC2401 French 1

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* LT2402/CLA2402/EN2869 French 2

**Exclusive Courses:**  
*(Course Code and Title)* LC2406/LT2406/CLA2406 Intensive French 1 and 2

## Part II Course Details

### 1. Abstract

This course aims at consolidating and improving what have been acquired in French 1. The bases of French will be reinforced and the course will particularly focus on communication in real situations (asking the way, getting somewhere, taking appointment with a doctor, do shopping (for food), talking about your family, etc.) Elementary French structures and vocabulary will be introduced through listening, grammar, speaking and reading exercises. At the end of the term students should reach a level A1.2 of the European Languages Framework (CECRL).

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Communicate in French at a level A1.2 of the Common European Framework of Reference for Languages by producing and understanding simple utterances with the command of a vocabulary of around 250 words	Integrated	✓	✓	✓
2.	Communicate in French in writing at a level A1.2 of the Common European Framework of Reference for Languages	Integrated	✓		✓
3.	Complete level A1.2 of the Common European Framework of Reference for Languages in reading and listening skills	Integrated	✓	✓	✓

\* If weighting is assigned to CILOs, they should add up to 100%.

100%

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
	Role play, pair work, group work, reading exercises, writing exercises, listening exercises	x	x	x				Integrated

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: 100%								
Midterm written test based on the first six weeks		x	x				30%	Individual assessment
Final individual oral test: conversation (questions/answers) with the teacher on topics covered during the semester	x						20%	Individual assessment
Final written test including four parts (listening, grammar and vocabulary, reading and writing) and based on the programme from week 7 to 13	x	x	x				50%	Individual assessment
Examination: % (duration: , if applicable)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Midterm written test	Demonstrate an ability to write using grammatical features and vocabulary, read a document and listen at an A1 level of the Common European Framework of Reference for Languages	The student is able to apply the grammar concepts and write about him/herself in the target language. He/she is able to read a French text, understand its content and answer question referring to this text. He/she is able to listen to a short dialogue in the target language and explain its content.	The student does not apply all the grammar concepts seen in class and write about him/herself in the target language with some mistakes. He/she is able to read a French text but does not fully understand its content and answer question referring to this text with a few mistakes. He/she is not able to transcribe the full content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and write about him/herself in the target language with mistakes. He/she is able to read a French text but does not fully understand its content and answer question referring to this text with mistakes. He/she is not able to transcribe the full content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and lack the writing ability to write about him/herself in the target language. He/she struggle to read a French text and have difficulty explaining its content. He/she is not able to transcribe the content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and cannot write about him/herself in the target language. He/she cannot read a French text and explain its content. He/she is not able to transcribe the content of a dialogue (listening)
2. Final oral test	Demonstrate an ability to speak and interact using grammatical features and vocabulary, proper questions and answers and to pronounce effectively and perceptibly. Use of conversation skills at an A1.2 level of the Common European Framework of Reference for Languages.	The student's pronunciation is intelligible and perceptible almost like a native speaker. There is no grammar or sentence structure mistake. The student is engaged in the conversation answering questions without hesitation when needed. The vocabulary is well utilized.	The student's pronunciation is intelligible with a few mistakes. There are a few grammar or sentence structure mistakes. The student is engaged in the conversation, answering questions sometimes with hesitation.	The student's pronunciation is not very accurate but still understandable. There are some grammar or sentence structure mistakes. The student is engaged in the conversation but looks for his/her words or hesitate.	The student's pronunciation is not accurate and difficult to understand. Many grammar and/or sentence structure mistakes make the conversation difficult to follow. The vocabulary is poor.	The student's pronunciation is not accurate and not intelligible. The student lacks the necessary grammar, vocabulary and sentence structure. The student does not understand the questions.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3. Final written test	Demonstrate an ability to write using grammatical features and vocabulary, read a document and listen at an A1 level of the Common European Framework of Reference for Languages.	The student is able to apply the grammar concepts and write about him/herself in the target language. He/she is able to read a French text, understand its content and answer question referring to this text. He/she is able to listen to a short dialogue in the target language and explain its content.	The student does not apply all the grammar concepts seen in class and write about him/herself in the target language with some mistakes. He/she is able to read a French text but does not fully understand its content and answer question referring to this text with a few mistakes. He/she is not able to transcribe the full content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and write about him/herself in the target language with mistakes. He/she is able to read a French text but does not fully understand its content and answer question referring to this text with mistakes. He/she is not able to transcribe the full content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and lack the writing ability to write about him/herself in the target language. He/she struggle to read a French text and have difficulty explaining its content. He/she is not able to transcribe the content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and cannot write about him/herself in the target language. He/she cannot read a French text and explain its content. He/she is not able to transcribe the content of a dialogue (listening)

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

French language. Grammar. Pronunciation. Vocabulary (family, food, directions, quantities, new verbs). Describing someone: physical appearance and character (“*Elle est grande, brune, mince, etc.*”). Negative sentence (“*ne...plus, ne...jamais*”) Time (“*Il est quelle heure ?*»). Date (“*Aujourd’hui, c’est le...*”) Directions (“*Où est la place ? Vous prenez tout droit...*”). Ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>...). Places in a city (“*le stade, la banque, le jardin public, l’église...*»). Belongings (“*c’est mon stylo, c’est le mien...*»). Buying/talking about food (“*Qu’est-ce que tu aimes manger ? Qu’est-ce que tu bois ?*”). Talking about health/physical state (“*Je suis malade, je suis fatigué...*”) First approach of the past tense (“*J’ai mangé, vous avez fini, etc.*”)

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	LT2402 French 2 student book (provided by the coordinator)
2.	
3.	
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##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Sylvie Poisson-Quinton, Evelyne Siréjols, Cécile Bruley (2010). <i>Intro. Méthode de Français</i> . Paris. Clé International
2.	Guy Capelle, Robert Menand (2009). <i>Le nouveau Taxi 1</i> . Paris. Hachette
3.	Maia Grégoire (1998). <i>Grammaire Progressive du Français. Niveau Débutants</i> . Paris : Clé International
4.	Lucile Charliac, Jean-Thierry Le Bougnec, Bernard Loreil, Annie-Claude Motron (2003). <i>Phonétique Progressive du Français</i> . Paris : Clé International
5.	Claire Miquel (2001). <i>Vocabulaire Progressif du Français. Niveau Débutant</i> . Paris : Clé International