

**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**

<b>Course Title:</b>	<u>Intensive French 1 and 2</u>
<b>Course Code:</b>	<u>LC2406</u>
<b>Course Duration:</b>	<u>1 semester</u>
<b>Credit Units:</b>	<u>6</u>
<b>Level:</b>	<u>B2</u>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<u>French supplemented by English</u>
<b>Medium of Assessment:</b>	<u>French supplemented by English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>LC2401/LT2401/ French 1 and LC2402/LT2402/ French 2, or LT2406/ Intensive French 1 and 2</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>LC2401/LT2401/ French 1 or LC2402/LT2402/ French 2</u>

## Part II Course Details

### 1. Abstract

This intensive course aims at giving students with no previous knowledge of the language an introduction to French language through grammar, phonetics and vocabulary. It is based on the four language skills: listening, speaking, reading and writing. It aims to provide students with a basic knowledge of French language and the ability to handle basic grammatical structures so that they can communicate effectively with any French speakers at a basic level. The course will particularly focus on communication in real situations (greetings, introducing each other, asking the way, getting somewhere, doing shopping (for food), talking about your family, etc.). 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 orally on intermediate level A1 of the Common European Framework of Reference for Languages	integrated	✓	✓	✓
2.	Communicate in French in writing on intermediate level A1 of the Common European Framework of Reference for Languages	integrated	✓		✓
3.	Complete intermediate level A1 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%.

<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
	French alphabet and phonetic, sounds differentiation, practise of French pronunciation		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 oral test (greetings and introducing oneself)	x	x	x				20%	Individual assessment
Midterm written test (from lesson 1 to 7)	x	x	x				30%	Individual assessment
Final written test. It includes four parts covering all the lessons after the midterm written test: listening, grammar and vocabulary, reading and writing	x	x	x				50%	Individual assessment
Examination: _____% (duration: , if applicable)								
							100%	

\* The weightings should add up to 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 oral test	Demonstrate an ability to speak and interact using grammatical features and vocabulary, proper questions and answers at an A1.1 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, asking and answering questions without hesitation. 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, asking and 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 hesitates.	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 interact, ask or answer questions.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
2. 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 the vocabulary related to business in the target language. He/she is able to read a business document (memo, report, email), understand its content and answer questions referring to this text. He/she is able to listen to a short dialogue in the target language related to a business matter and explain its content.	The student does not apply all the grammar concepts seen in class and makes some mistakes. He/she is able to read a business document (memo, report, email) 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 make mistakes. He/she is able to read a business document but does not fully understand its content and answers questions 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 lacks the writing ability to write about business issues. He/she struggles to read a business document (memo, report, email) and has difficulty explaining its content. He/she has difficulty transcribing the content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and cannot write a document related to a business issue. He/she cannot read a business document (memo, report, email) and explain its content. He/she is not able to transcribe the content of a dialogue (listening)
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.					

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

#### 1. Keyword Syllabus

French language. Grammar. Pronunciation. Introducing yourself (“*Je m’appelle...*”, “*Je suis...*»). Asking and giving information about people (“*Qui c’est ?*”, “*Tu habites où ?*” “*Quelle est ta profession ?*», etc.). Nationalities (“*chinois, allemand, américain, etc.*”) Professions (“*policier, ingénieur, boulanger, etc.*”) Understanding simple questions (“*Tu as quel âge ?*”, “*Quel est ton nom de famille ?*”). Talking about an object («*Qu’est-ce que c’est ?*») Numbers. Making a short dialogue (“*Il s’appelle Antoine, il est français, il est marié, etc.*») Asking for something. Like and dislike (“*J’aime, je déteste...*”). Negative sentence (“*ne...pas*”). Vocabulary (family, food, directions, quantities, new verbs). Describing someone: physical appearance and character (“*Elle est grande, brune, mince, etc.*”). Negative sentence. 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.	LT2406 Intensive French 1 and 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