

LC3403: FRENCH 3

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

French 3

Subject Code

LC - CFML CSL Language Centre

Course Number

3403

Academic Unit

CFML CSL Language Centre (LC)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

French supplemented by English

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

French supplemented by English

Prerequisites

LC2402/LT2402/CLA2402 French 2; or
LC2406/LT2406/CLA2406 Intensive French 1 and 2

Precursors

Nil

Equivalent Courses

LT3403/CLA3403/CLA2403/EN2870 French 3

Exclusive Courses

Nil

Part II Course Details**Abstract**

This course aims at consolidating and improving what have been acquired in French 2 and giving more confidence to the students when communicating in French. The basics of French acquired by the students will be reused and reinforced and the course will particularly focus on communication in real situations (shopping, travelling, using French in the work place, etc.). This course will build on French 1 and French 2 by introducing more French structures and vocabulary through listening, grammar, speaking and reading exercises. At the end of the term students should finish the level A1 of the European Languages Framework (CECRL).

Course Intended Learning Outcomes (CILOs)

| CILOs | | Weighting (if DEC-A1 DEC-A2 DEC-A3 app.) | | | |
|-------|--|--|---|---|---|
| 1 | Communicate in French orally completing the level A1 of the Common European Framework of Reference for Languages | | x | x | x |
| 2 | Communicate in French in writing completing the level A1 of the Common European Framework of Reference for Languages | | x | | x |
| 3 | Complete level A1 of the Common European Framework of Reference for Languages in reading and listening skills | | x | x | x |

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 real-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.

Teaching and Learning Activities (TLAs)

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

Assessment Tasks / Activities (ATs)

| ATs | CILO No. | Weighting (%) | Remarks (e.g. Parameter for GenAI use) | |
|-----|---|---------------|--|-----------------------|
| 1 | Midterm written test based on the first six weeks | 2, 3 | 30 | Individual assessment |
| 2 | Final individual oral test (conversation with the teacher on topics covered during the semester) | 1, 2 | 20 | Individual assessment |
| 3 | Final written test including four parts (listening, grammar and vocabulary, reading and writing) and based on the programme from week 7 to 13 | 1, 2, 3 | 50 | Individual assessment |

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Midterm written test

Criterion

Demonstrate an ability to write using grammatical features and vocabulary, read a document and listen at an A1.2 level of the Common European Framework of Reference for Languages

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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)

Fair (C+, C, C-)

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)

Marginal (D)

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)

Failure (F)

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)

Assessment Task

2. Final individual oral test

Criterion

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 A1.1 level of the Common European Framework of Reference for Languages

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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

3. Final written test

Criterion

Demonstrate an ability to write using grammatical features and vocabulary, read a document and listen at an A1.2 level of the Common European Framework of Reference for Languages.

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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)

Fair (C+, C, C-)

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)

Marginal (D)

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)

Failure (F)

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

Keyword Syllabus

French language. Grammar. Pronunciation. Vocabulary (activities, verbs, clothes, holidays). Describing someone (“Il est gentil, courageux, travailleur…”) and clothes (“Il porte un costume noir et une cravate rouge…” »). Formal and informal questions (“Tu veux…? Est-ce que tu peux ?…”). Describing daily actions (“Je me lève à…je me douche, je m’ habille… »). Doing shopping for clothes (“Je voudrais…Vous avez cette taille ?…”). Talking about the weather. Organizing activities for the weekend and holidays. Talking about holidays (“Je vais aller…”). Describing a city. Future tense. Imperative tense (“Mets, enlevez, finissez…”). Past tense. Getting information: at the hotel, at the train station, at the airport.

Reading List**Compulsory Readings**

| Title | |
|-------|--|
| 1 | Student book (provided by the coordinator) |

Additional Readings

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