# FRE1102 French I

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| **Course Title** | : | French I |
| **Course Code** | : | FRE1102 |
| **Year of Study** | : | 2, 3 & 4 in priority (open to Year 1) |
| **Number of Credits/ Term** | : | 3 |
| **Mode of Tuition** | : | Tutorial |
| **Number of Sections** | : | TBC |
| **Teaching Hours per week** | : | 3 hours per week |
| **Total Teaching Hours** | : | 42 hours |
| **Category in Programme** | : | Elective (free) |
| **Pre-requisite** | : | Nil |
| **Co-requisite** | : | Nil |
| **Exclusions** | : | FRE1101 |
| **Exemption Requirements** | : | N/A |
| **Recommended** | : | Cumulative GPA of 2.2 |
| **Restriction** | : | Nil |

## Course Description

The course focuses on introducing students to a third language and its culture with a view to preparing them to enter the global workplace. The emphasis is on providing students with an enjoyable, and interactive learning experience by creating opportunities for them to indirectly discover the new culture and actively practice using the language.

The course has been developed with students' instrumental motivation in mind and is aiming to give them a foundation – if they choose – to prepare for an internationally recognised French examination (i.e. *Diplôme d'Études en Langue Française -DELF- or the Test de Connaissance du Français -TCF*), examined elsewhere.

Note: Students who have completed GCSE or A-Level French are not eligible to enroll in FRE1102 (Level 1) or FRE1202 (Level 2).

## Aims

The main aims of this course are to:

- provide you with the language tools necessary to communicate both orally and in writing at a beginner level in French
- develop your confidence in your ability to communicate in a new language and maintain your interest by providing varied, engaging and interactive activities
- get you to experience the French culture at first hand by meeting French people, through music or videos, or by participating in various cultural activities where possible
- increase your awareness of the global workplace through the introduction of a new culture

## Intended Learning Outcomes

Upon successful completion of the FRE1102 course, you will:

- be able to recognise essential linguistic features of French in texts and use them reasonably accurately orally and in writing
- be able to pronounce reasonably accurately
- be able to communicate orally in everyday social exchanges, displaying an appropriate cultural awareness
- talk or write about topics at beginner level related to home, family, friends, objects, routine, hobbies, etc.
- have developed a vocabulary level sufficient to discuss the above topics

## Indicative Content

Topics will follow the recommendations of the European Council for the learning, teaching and evaluation of European languages, also reflected in the chosen course main teaching material *Le Nouveau TAXI 1*. The course is aiming at students acquiring the first level A1 as described by the European framework; it also provides the framework for the *Diplôme d'Études en Langue Française (DELF)* level A1 for the students who want to prepare elsewhere for this external examination after the FRE1202 course.

A range of self-developed and authentic materials will be used to cater for the needs and interests of the students as well as maintain a level of motivation and enjoyment.

Activities will be varied and could include, for example: games; role plays; watching TV programs, clips and films; visiting French based art exhibitions in town; inviting French exchange students to class; learning songs; being introduced to French cartoons/humour; taking part in a classroom French-created event, etc. Computers and IT will be used in the course where appropriate to facilitate learning.

## Teaching Method

Students will work on a range of activities either individually or in small groups.

The main teaching focus will be on using interactive and learner-centred methods of learning where students are encouraged to use and explore the new language. Communicating orally and developing confidence in the ability to learn a foreign language will be paramount in this course. For this reason, a maximum class size of 20 will be set.

## Measurement of Learning Outcomes

Student learning outcomes will be assessed in a variety of ways:

- Two short quizzes will assess your understanding of grammar, vocabulary, listening, reading and writing.
- Two speaking assessments will assess your ability to communicate (including pronunciation skills) in a social exchange /presentation situation.

- Two other assessments will test your understanding of grammar, vocabulary, listening, reading and writing.
- Short take-home assignments to assess your understanding of grammar, vocabulary, and writing skill.

**Assessment**

| Learning outcome | Assessment method | | | | | |
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| | 2 Quizzes | Mid-tem speaking test | Mid-term test | Final speaking test | Final test | Attendance and short take-home tasks |
| Understand all content mentioned above in intended learning outcomes in listening, reading, speaking and writing use them through various class activities, enhancing and strengthening students' communicative skills for daily life and social relationship, by means of beginners' French grammar and vocabulary. | √ | √ | √ | √ | √ | √ |

| Assessment | Weight | Details |
|---|---|---|
| Quiz 1 | 5% | Week 4<br>Writing and listening (45 min)<br>Topic from Week 1 to Week 3 |
| Mid-term test | 25% | Week 6<br>Writing and listening (1hr 30 min)<br>Topic from Week 1 to Week 5 |
| Mid-term speaking test | 10% | Week 6<br>Topic from Week 1 to Week 5<br>10 min for each student |
| Quiz 2 | 5% | Week 9<br>Writing and listening (45 min)<br>Topic from Week 6 to Week 11 |
| Final test | 35% | Week 12<br>Writing and listening (1hr 30 min)<br>Topic from Week 6 to Week 11 |

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| Final speaking test | 10% | Week 12<br>Topic from Week 6 to Week 11<br>10 min for each student |
| Attendance and participation | 5% | Encourage regular class attendance |
| Short take home assignments | 5% | Short take-home assignments for each topic.<br>Help students review and consolidate knowledge from lectures. |

Note: refer to syllabus

**Alignments of assessments with language skills**

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| Listening | Quizzes, Mid-term test and Final test |
| Speaking | Mid-term speaking test and Final speaking test |
| Reading | Quizzes, Mid-term test and Final test |
| Writing | Quizzes, Mid-term test and Final test |

**Attendance and participation**

| Mark | Descriptors |
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| 5 Marks | • **Attends most scheduled classes.**<br>• Consistently punctual.<br>• Make significant and consistent contributions to class activities.<br>• Consistently demonstrates respect for peers and maintains appropriate conduct at all times. |
| 4 Marks | • **Rarely misses scheduled classes (< 3 missed lesson).**<br>• Usually arrives on time.<br>• Frequently contributes to class activities<br>• Usually demonstrates respect for peers and maintains appropriate conduct. |
| 3 Marks | • **Sometimes misses scheduled classes (≥ 3 missed lessons).**<br>• Often approximately 10 minutes late to class.<br>• Contributes to class activities on an occasional basis.<br>• Generally respectful towards peers, though may unintentionally breach behavioral expectations from time to time. |
| 2 Marks | • **Often misses scheduled classes (≥ 4 missed lessons).**<br>• Rarely punctual for class.<br>• Only contributes to class activities when prompted by the teacher.<br>• Shows occasional disruptive behaviour (e.g. sleeping, browsing unrelated content on mobile devices). |
| 1 mark | • **Misses scheduled classes very often (≥ 6 missed lessons).**<br>• Never arrives on time. |

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| | • Does not contribute to class activities, even when prompted by the teacher.<br>• Persistently displays disruptive behaviour (e.g. sleeping, browsing unrelated content on mobile devices). |

**Short take-home assignment**

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| 5 marks | • Always submits carefully proofread, accurate exercises by the deadline. |
| 4 marks | • Consistently submits proofread, accurate exercises by the deadline. |
| 3 marks | • Sometimes submits exercises by the deadline though work contains errors. |
| 2 marks | • Rarely submits exercises by the deadline; submitted work contains numerous errors. |
| 1 mark | • Never submits exercises by the deadline. |

**"Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations."**

## Required/Essential Readings

Nil

## Recommended/Supplementary Readings

### References

Capelle, G. and Menand, R. 2008. Le Nouveau TAXI 1 Méthode de Français. Hachette Français Langue Étrangère : Paris.

Capelle, G. and Menand, R. 2008. Le Nouveau TAXI 1 Méthode de Français : Cahier d'Exercises. Hachette Français Langue Étrangère : Paris.

Hughes, A. and Reader, K. 1998. Encyclopedia of Contemporary French Culture. Routledge : London.

Lang, M. and Perez, I. 1996. Modern French Grammar : A practical guide. Routledge : London.

**Online references**

Académie Française: http://www.academie-francaise.fr/langue/index.html

Alliance Française : http://www.alliancefrancaise.com.hk/en/index.html

CIEP (Centre International d'Études Pédagogiques) : http://www.ciep.fr/delfdalf/index.php

Cours de français interactif : http://www.laits.utexas.edu/fi/

FLE (Français Langue Etrangère) : http://www.fle.fr/pro/ressources-etu/index.html

Francophonie sans frontières : http://www.francophonie-sans-frontieres.org/

French at Hong Kong University e-learning : http://www.hku.hk/french/resources.htm

Le Monde http://www.lemonde.fr

Modules pédagogiques sur le site de la BBC
http://www.bbc.co.uk/languages/french/index.shtml#hptab

RFI (Radio France International) http://www.rfi.fr/lffr/statiques/accueil_apprendre.asp

TV5 Monde: http://www.tv5.org

**Syllabus**

| Wk | Communication objectives | Linguistic objectives | Cultural Awareness | Assessment |
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| 1 | - Course introduction<br>- Ice Breaking<br>- Greetings<br>- Introducing oneself | - The verb *"être" (to be)* at the present tense<br>- Singular personal pronouns (*je/tu/il/elle)* | - Localisation of France<br>- Introduction to the French language at natural speed | |
| 2 | - Identifying a person through nationality, occupation, place of residence, age<br>- Asking/answering questions about people | Masculine & Feminine forms<br>- Jobs/ nationalities vocabulary<br>- Yes/No questions + Wh-questions | Introduction to library resources including useful online resources and websites in French | |
| 3 | - Reviewing introductions | - Pronunciation focus | | |

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| 4 | - Asking how someone is<br>- Asking about someone (address/ telephone number/ email address/ jobs) | - The polite form *vous"*<br>- The first verb group (*ER*- verbs)<br>- Possessive adjectives | Activities around a French song | Quiz 1 |
| 5 | - Talking about leisure and what we like doing<br>- Talking about one's family<br>- Writing an email | - Vocabulary about family and hobbies<br>- Possessive adjectives<br>- Email format and letter expressions | - Introduction to *La Francophonie*<br>- | |
| 6 | Revision; | | | Mid-term test<br>Mid-term speaking test |
| 7 | - Naming objects in the living room<br>- Locating and describing positions of objects in a room | - Plural nouns<br>- Prepositions of place<br>- Use of *Il y a*<br>- Questions with *Qu'est-ce que* | | |
| 8 | - Describing physical appearance<br>- Expressing possession | - Vocabulary about colours and clothes<br>- Word order<br>- Agreement noun/ adjective<br>- Negative form *ne…pas* | - Introduction to French humour through cartoon strips in magazines<br>- Looking at French fashion brands | |
| 9 | - Characterising an item through colour/reference/size/ price<br>- Asking and giving prices | - Review interrogative adjectives *quel/quelle*<br>- Questions with *combien/ comment* | - Introduction to *euros* and *la zone euro)*<br>- Presenting *La Redoute* and *Les 3 Suisses* online catalogues | Quiz 2 |
| 10 | - Reading a passage and answering questions<br>- Describing a scene in writing in a letter format or in a poem | - Vocabulary | | |
| 11 | - Describing a city | - Vocabulary about Paris<br>- Introduction to the second *IR*- verb group and to the third verb group (other/ irregular verbs) in the present | - Introduction to various Parisian districts including artistic quarters and other famous places/monuments in the capital | |

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| | | tense | | |
| 12 | - Describing a flat/ a house<br>- Giving directions using a floor plan<br>- Locating rooms in a house | - Vocabulary about a house (rooms/ floors/ adjectives to describe a flat/house)<br>- Prepositions | | |
| 13 | Revision/preparation for test | | Introduction to French festivals including *Noël (Christmas)* | |
| Last week of term | Revision/preparation for test | | | Final test<br><br>Final speaking test |

***Note: The schedule proposed above is tentative. It may be modified according to student progress and time available.**

Important Notes:

**(1)** Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.

**(2)** Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.

**(3)** Students are required to submit writing assignment(s) using Turnitin.

**(4)** To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.

**(5)** Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents "Guidelines for Using GAI Tools at Lingnan University" and "Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments" can be found here: https://www.ln.edu.hk/cital/generative-artificial-intelligence/gai-guidelines-best-practices.