

## Syllabus of the course “Second Foreign Language 1 (French)”

### 1. BASIC DETAILS

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**Name of the subject:** Second Foreign Language 1 (French)

**Code:** 101162

**Degree:** Bachelor's Degree in Tourism

**Academic year:** 2016-2017

**Type of subject:** core

**ECTS credits (hours):** 6 (150)

**Duration:** one year

**Language of instruction:** French

**Teaching staff:** Teachers from the Language Service

### 2. PRESENTATION

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This initial course in French takes students to level **A1** of the *Common European Framework of Reference for Languages* of the Council of Europe. The content is geared towards the tourism profession.

Bearing in mind the knowledge that most students have of at least one Romance language the capacity for comprehension is higher than the capacity for expression.

The course comprises 60 classroom hours corresponding to **level A1** of the *Common European Framework of Reference for Languages*.

The lessons take place in the classroom. Students unable to attend the classes may enter the second exam sitting.

The starting level is that of beginner. Students with some knowledge of the language will be

given a level test at the start of the course. Students with a level much higher than that of the course may take the final exam (see section 8).

### 3. OBJECTIVES, COMPETENCES AND LEARNING OUTCOMES

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#### OBJECTIVES

##### Knowledge-related objectives

Students acquire the knowledge of the language described in section 5 of this document. They also develop communicative competences in oral and written interaction, being able to do the following at the end of the course:

- Recognise the orthographic marks of French and relate them to the corresponding phonemes.
- Recognise the letters that are pronounced and those that are not.
- Distinguish between the phonemes /y/, /u/, /ə/, /e/ and /ɛ/.
- Progressively interiorise the rhythm and intonation of French.
- Understand brief oral messages emitted in the media, by telephone or in public places.
- Have a simple conversation related to basic situations in everyday life.
- Understand announcements, news and brief pieces of journalistic information and extract information from a written text aimed at the general public (notices, posters, brochures, notes, etc.).
- Write brief and simple message in French (postcards, notes, personal texts, etc.).
- Fill in forms asking for personal information.

##### Skills objectives

On finishing the programme of three courses in French, students will be able to:

1. Develop a degree of precision (in grammar, pronunciation, use of vocabulary, register, etc. and fluency (speed of production, ability to express ideas and create discourse), both in writing and speaking, equivalent to level **A1** of the *Common European Framework of Reference for Languages*.
2. Develop strategies and skills for understanding authentic written texts and speaking.
3. Develop strategies for continuing learning independently outside the classroom.
4. Develop the capacity to be able to function linguistically with efficiency in the area of tourism and everyday situations.
5. Use consultation material necessary for language learning: dictionaries, grammar books, text or exercise books, etc.

#### **SPECIFIC COMPETENCES AND LEARNING OUTCOMES**

SC 8. Use techniques of business communications of tourism organisations: internal, external and corporate.

##### **LEARNING OUTCOMES**

SC 8.1. Identify the vocabulary specific to communication in business in two languages.

SC 8.2. Identify grammatical forms that are typical of business communication in the two foreign languages.

SC 8.3. Develop theoretical and practical skills in two foreign languages and in topics related to the tourist sector.

SC 9. Communicated orally and in writing in three foreign languages in the field of tourism, as well as in the different areas associated with the field.

##### **LEARNING OUTCOMES**

SC 9.1. Use the specific idiomatic forms required by the sector in two foreign languages.

SC 9.2. Apply two foreign languages in specific context and real situations.

#### **4. TRANSEVERSAL COMPETENCES**

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In group and pairwork students acquire experience of interpersonal relationships and, more specifically, working in small groups. During the foreign language courses students acquire the

necessary autonomy to be able to organise their time and resolve problems or questions that may arise during the learning process. Students also reflect on the different learning strategies and ways in which to continue learning outside the classroom.

TC 1. Develop the capacity to learn with autonomy.

TC 2. Be able to self-evaluate knowledge acquired.

TC 4. Manage communication techniques at all levels.

TC 10. Work in a team.

## 5. TOPICS AND CONTENT

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The nature of the learning process for languages in all the skills and abilities are continually related and so the contents below are all worked on together. The linguistic content is subdivided in function of language, grammar and vocabulary.

### Language functions

The communicative activities listed below have both general and specific language functions in the field of tourism.

#### a) *Social function*

- Establish contact with people: greet and respond to greetings. Welcome people.
- Say goodbye.
- Introduce yourself and others.
- Apologise.
- Give thanks.

#### b) *Informative function*

- Identify yourself and others. Ask for and give personal information (name, age, profession, address, nationality, civil status, family situation, customs, tastes, holidays). Describe somebody's physical appearance.
- Ask for and give information about places (situation, characteristics, etc.).

- Ask for and give information about time: the time, timetables, dates, duration of an activity.
- Ask for and give information about a present, past or future event.

c) *Expressive function (feelings and sentiments)*

- Express satisfaction or dissatisfaction.
- Express preference.
- Express desires.

d) *Inductive function*

- Ask questions and express the wish or desire to do something.
- Show the possibility or impossibility of doing something.
- Suggest an activity.

e) *Metalinguistic function*

- Ask and tell how to say or pronounce words in French.
- Ask and tell how to spell a word and which graphic signs are required (accents, apostrophes, commas, full stops, hyphens, etc.).
- Ask to have spoken communication respected, to speak more slowly or louder.
- Ask for the meaning of a word or expression.

### Grammatical content

Students should be able to recognise and use the following grammatical structures properly:

*Determinants*

- Definite articles: *le, la, les*.
- Indefinite articles: *un, une, des*.
- Contractive articles: *au, aux, du, des*.
- Partitive articles: *du, de la, de l', des* (introduction).

*Adjectives*

- Demonstratives: *ce, cet, cette, ces*.

- Possessives: *mon, ton, son* and their agreements.
- Numerals: cardinals and ordinals.
- Exclamations and interrogatives: *quel, quelle, quels, quelles*.

#### Nouns and adjectives

- Noun: gender and number.
- Qualificative adjectives: agreement.

#### Verbs

- Simple present tense of regular and irregular verbs.
- *Passé composé* of regular and irregular verbs.
- Auxiliary verbs *être* and *avoir*.
- Present conditional (courtesy).
- Verbs of possibility (*pouvoir* + inf.), and the near future (*aller* + inf.).

#### Adverbs

- Of quantity (*beaucoup, peu, assez, très, trop*).
- Of frequency: (*souvent, toujours...*).
- Of judgement (*bien, mal*).
- Of time.
- Of place.
- Of affirmation or negation.

#### Pronouns

- Personal pronouns as subjects: *je, tu, il, elle, on*.
- Personal pronouns as direct objects.
- Reflexive pronouns: *me, te, se, nous, vous*.
- Tonic pronouns and pronouns of preposition: *moi, toi, lui, elle*.

#### Basic conjunctions

- Coordination: *et*.
- Opposition: *mais, ou*.

### Prepositions

- Of place: *à, en, dans, devant, entre, sur*.
- Of time: *en, à, après, avant*.

### **Vocabulary**

The vocabulary content is based around the following areas: presentations (professions, nationality, family, description of people), tastes, entertainment and sports, everyday activities and leisure activities, description of places (neighbourhood, city, house) holidays, tourist trips, transport, climate, accommodation, shopping (businesses or transactions), food and drink.

## **6. RECOMMENDED READING**

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Reading is a crucial component of the course. Apart from the course Reader, teachers will assign a large variety of texts to help students develop their reading capacity and improve their language.

- ✓ Essential:
  - Text book (recommended at the beginning of the course).
  - Grammar exercises: *Grammaire Progressive du Français avec 680 exercices (nouvelle version)*. Niveau intermédiaire. CLE International. (First, second and third books used.)
  - Dossier with texts, exercises, proposals for class projects, which students should buy and bring to class.
- ✓ Multimedia learning materials online and on websites.

## **7. TEACHING METHODOLOGY**

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On the French courses the intention is that students should be able to actively use the Language in class and also in their practice outside the classroom to carry out tasks which resemble everyday situations in different contexts. Teachers encourage students to use the

language actively in order to learn by designing and promoting activities for students to participate in the class and become the main focus of their own learning.

The methodology is basically interactive. Students have to put into practice their language knowledge in order to fulfil a series of tasks (spoken and written) in both a general context and in the field of tourism. In other words, the emphasis is on the learning process rather than master classes by the teaching staff.

## 8. ASSESSMENT

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### *Continual assessment*

In order to be eligible for continuous assessment Student must be able to accredit class attendance of at least 80%.

### *Continual assessment activities*

1. **Writing.** Between 4 and 6 writing activities. Teacher may ask for writing assignments to be resubmitted (the correction of the original writing exercise by the student) if necessary.

2. **Dossier.** The dossier contains between 8 and 12 activities to assess the four Language skills. These may be done at home or in class.

The kinds of activity to be included in the dossier are listed below:

Reader reports  
Transformation activities  
Mini-tests  
Self-evaluation files  
Search for information  
Production of documents

The days that the department organises mid-term exams may be used for activities that form part of the dossier such as mini-tests of oral and written comprehension.

3. **Speaking activities.** Throughout the course there will be at least one and a maximum of two speaking activities. These may be individual or group activities and may take place in the classroom or be recorded. According to the level and the number of students in the classroom the speaking activities may be monologues, dialogues, presentation, etc.
4. **Partial exams.** In the middle of the course there are partial exams: on for writing (two tasks) and another for speaking. The exams are in the same format as the final exam.



Continual assessment during the course counts for 60% of the final grade.

The percentage of each activity in relation to the total for continual assessment is as follows:

ACTIVITIES	TOTAL 60 %
Writing exercises	15 %
Dossier	25 %
Speaking activities	10 %
Partial exams	10 %

***Final continual assessment exam:*** assessment of writing and speaking.

Weighting of the final continual assessment exam: 40%.

To pass this subject an overall pass grade of 60% is required (activities and final exam).

### ***Final exam sitting***

If students have not presented for the continual assessment or if they have failed they have the right to take a final exam which will include the four skills (written comprehension, listening comprehension, writing and speaking). A minimum 50% in each skill (each part of the exam) is required to pass and a minimum total of 60% for the whole exam in order to pass the subject.

### ***Resit exam***

Students who obtain a mean grade of between 4 and 4.999 in the final exam have the right to resit.

The resit will consist of retaking the parts of the exam for which the students obtained a grade lower than the overall average. People with the right to resit must retake the exam (with the same number of tasks and items as the final exam) for the skills for which they obtained a grade of less than 60%.

### ***Change of the exam date***

Students who are unable to attend the exam on the established dates for medical, work (trips or similar obligations) or personal reasons may request a change of date from their teacher, **on presentation of the necessary documentation** and (except in extreme cases such as accidents) with 7 calendar days' notice. Where the change of date is admitted the exams will take place during the period established by the University School for Tourism and Hotel Management.

### ***Other assessment aspects***

Under no circumstances will students who have presented and passed continual assessment be allowed to sit the exam in order to improve their grade.

There is no type of level certificate.

## 9. ORGANISATION OF STUDENT WORKLOAD

<i>Type</i>	<i>Activity</i>	<i>Hours</i>	<i>ECTS Cr.</i>	<i>Learning outcomes</i>
Theory classes	Classroom based	30	1,2	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 4, TC 10
	Non-classroom based	30	1,2	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 1, TC 2, TC 4
Guided activities	Classroom based	30		SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 4
	Non-classroom based	30	1,2	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 1, TC 2, TC 4
Supervised activities	Tutorials Classroom based	5	0,2	TC 2
	On line	5	0,2	TC 2
Autonomous activities	Theory	10	0,4	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 1, TC 2, TC 4
	Guided activities	10	0,4	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 1, TC 2, TC 4
TOTAL		150		

## 10. TEACHING TIMETABLE

**First semester: 28 hours (2 hours a week)**

<i>Week</i>	<i>Topic</i>	<i>Method</i>	<i>Hours</i>
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1-2-3-4-5-6-7	<p>1. Alphabet and phonetics: <i>e, u</i>, double consonants and endings (-<i>e, -s, -x</i>, etc.).</p> <p>Numbers.</p> <p>Greetings (formal and informal).</p> <p>2. Identifying people (name, nationality, origin, age, personal details personals).</p> <p>Days of the week, months.</p> <p>Introductions, passions and tastes.</p>	<p>Grammar and vocabulary.</p> <p>Classroom participation (speaking).</p> <p>Written and spoken comprehension.</p> <p>Self-evaluation and revision exercises (in class and on line).</p>	<p>14</p> <p>Book, photocopies and websites.</p>
8-9	<p>3. Tastes and activities.</p> <p>Leisure, sports, everyday activities and leisure.</p> <p>Professions.</p>	<p>Grammar and vocabulary.</p> <p>Classroom participation (speaking).</p> <p>Written and spoken comprehension.</p> <p>Self-evaluation and revision exercises (in class and on line).</p> <p><b>Written work.</b></p>	<p>4</p> <p>Book, photocopies and websites.</p>
10-11	<p>4. Descriptions of people</p> <p>The family.</p> <p>Physical descriptions.</p>	<p>Grammar and vocabulary.</p> <p>Classroom participation (speaking).</p> <p>Written and spoken comprehension.</p> <p>Self-evaluation and revision exercises (in class and on line).</p> <p><b>Written work.</b></p>	<p>4</p> <p>Book and photocopies.</p>
12-13-14	<p>5. Working day, diary, working hours</p> <p>Daily life: day, timetables, activities.</p> <p>6. Major festivals and projects.</p>	<p>Grammar and vocabulary.</p> <p>Classroom participation (speaking).</p> <p>Written and spoken comprehension.</p> <p>On line revision.</p> <p><b>Written work.</b></p>	<p>6</p> <p>Book, photocopies and websites.</p>

**Second semester: 24 / 26 hours**

<i>Week</i>	<i>Topic</i>	<i>Method</i>	<i>Hours</i>
1-2-3	7. The city, neighbourhood, geographical locations, number of inhabitants, small description. 8. Businesses and shops (location, itinerary, introduction to food products).	Grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. On line revision. <b>Written work.</b>	6 Book, photocopies and websites.
4-5	9. Suggest an activity to someone. Organise a dinner or a party (invitations). Ask for and give information in a sports club (activities, timetables, groups, prices).	Grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. On line revision. <b>Written work.</b>	4 Book, photocopies and websites.
5-6	10. Activities and frequency: everyday life, frequent activities, tasks around the house, vocabulary about hygiene. 11. The house (description).	Revision and extension of grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. Self-evaluation and revision exercises (in class and on line). <b>Written work.</b>	4 Book, photocopies and websites.
7-8	12. Activities, leisure, the weather. Holiday projects: organise a trip and holiday activities.	Grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. On line revision.	4 Book, photocopies and websites.

		<b>Written work.</b>	
9-10-11	13. Speaking in the past: daily life, holidays.  Write an e-mail about holidays (past, present, future).	Revision and extension of grammar and vocabulary.  Classroom participation (speaking).  Written and spoken comprehension.  Self-evaluation and revision exercises (in class and on line).  <b>Written work.</b>	6  Book, photocopies and websites.
12-13	14. Meals, usual food (review of tastes and timetables).  15. Going shopping, going to the market. Asking for a product or the price, paying.	Grammar and vocabulary.  Classroom participation (speaking).  Written and spoken comprehension.  Self-evaluation and revision exercises (in class and on line).	4  Book, photocopies and websites.

## 11. ENTREPRENEURSHIP AND INNOVATION

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Assessment is carried out by means of a student learning portfolio which has to include the students best work with the aim of demonstrating their level and a certain degree of autonomy for producing work within some lines of work suggested by the teachers.

Regarding methodology, the teachers offer guidance on the levels of the tasks, of the materials, of the productions obtained and of the students' progress, and on the resources available for lifelong learning (fostering self-directed learning and self-assessment skills).

Regarding the mechanisms or strategies proposed, informal learning is fostered by using communities of practice, and Web 2.0 tools are used whenever this is technically possible: blogs, networks, virtual learning environments, and documents produced collaboratively for diachronic and/or synchronic assignments.

## 12. RECOMMENDATIONS

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As with any foreign-language course it is vital for students to participate actively in the on-site classes and in all the work to be done outside the classroom.

It is also vital for them to use all the means at their disposal to stay in touch with the language outside the classroom.

To this end they are recommended to consult the online resources of the Centre for Independent Language Learning of the Language Service, which have been specially selected by the Language Service teachers: <http://pagines.uab.cat/cal/content/francès>, and then the specific section [Francès a Turisme](#).